

Recreation



RECREATION ASSOCIATION

THESE FAMOUS NAMES
Testify
to its PERFORMANCE

LOUISVILLE SLUGGER BATS
HILLERICH & BRADSBY CO.
LOUISVILLE, KY.

Joe Judge
Al Kaline
Pete Rose
Nelson Fox
Ed Mathews
Harvey Huggins
Duke Snider
Al Schoendienst
Richie Ashburn
George "Babe" Ruth
Mickey Vernon
Mickey Mantle
"Slip" Rosen
Yogi Berra
Ted Williams
Ernie Banks
Bobby Avila
Jackie Robinson
Ted Kluszewski

GENUINE
Mantle
LOUISVILLE SLUGGER

Look
for the famous
oval trade-mark
on the bat
you buy...

A Must...

for Catholic parents and all youth workers who are looking for

CATHOLIC CAMPS

The NATIONAL CATHOLIC CAMPING ASSOCIATION

announces the publication of its

1957 DIRECTORY OF CATHOLIC CAMPS

Here is information vital to all those seeking a summer camp for their youngsters. Our new directory contains complete, accurate, and up-to-date information on all active Catholic camps in America—nearly 300 in all.

This year plan to send your child to a Catholic camp—where God is foremost. Catholic camps are among the finest and most modern in the country.

The National Catholic Camping Association is an activity of the Youth Department, National Catholic Welfare Conference. Membership is open to anyone interested in camping. Members receive the annual *Directory of Catholic Camps* and *Trail Signs*, the official monthly magazine of Catholic camping.

Msgr. JOSEPH E. SCHIEDER, Ph.D.
National Director

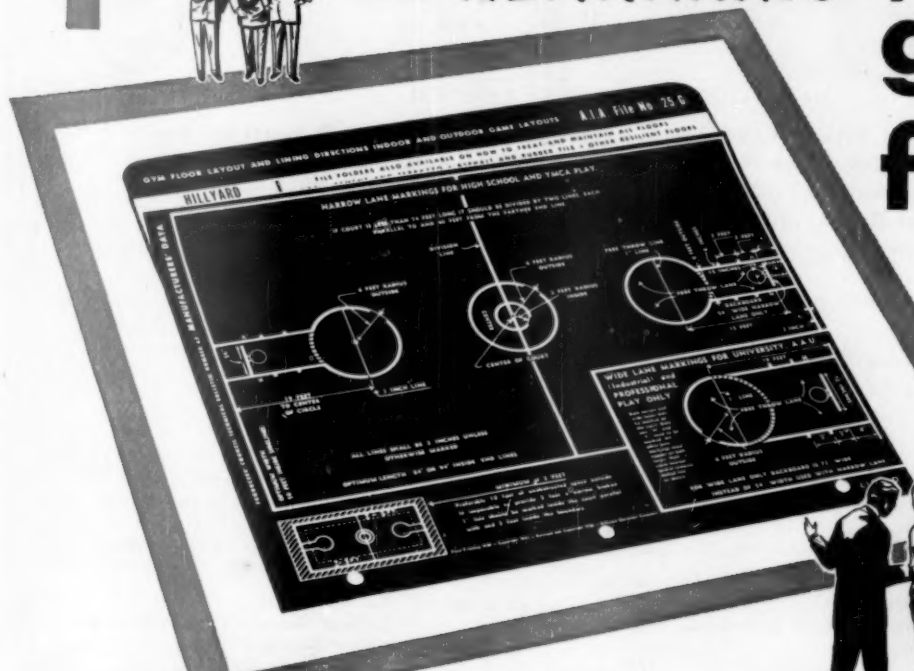
for your directory send \$1.00 to

NATIONAL CATHOLIC CAMPING ASSOCIATION

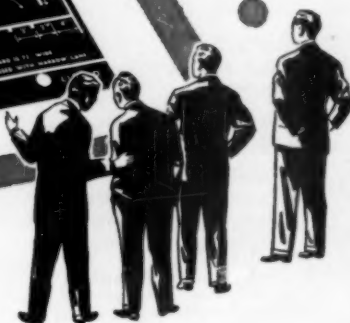
1312 Massachusetts Ave., N.W.

Washington 5, D. C.

T hinking of **REFINISHING** or **REMARKING** your **gym floor**



?



NEW!

*Folder Also Tells How
to Give Your Gym Floor TROPHY
"Finish for Champions"*

COACHES LIKE "TROPHY" FLOORS—
for beautiful appearance which invites
championship caliber play.

PLAYERS LIKE THEM—for sure-footed
slip resistance.

SPECTATORS LIKE THEM—for no-
glare, light color which helps them see
plays clearly.

**ADMINISTRATORS AND CUSTODI-
ANS LIKE THEM**—for extra long wear
and ease of maintenance.

Now You Can Afford the Best! TROPHY
outwears all other finishes by more than
2 to 1—cuts labor in finishing and main-
tenance by one-half!



ST. JOSEPH, MO.



San Jose, Calif. Passaic, N. J.
Branches in Principal Cities

REVISED

HILLYARD FOLDER Gives You Valuable Suggestions, Can Save You Expensive Unnecessary Work

Complete instructions for laying out, marking, and finish-
ing. It's up-to-date, with all rule changes, including new
wide free throw lanes. Also gives lining instructions for
other popular indoor sports. Every coach should have
this Free Guide. If you're changing over to the wide lane,
Hillyard can show you how to re-mark your court without
re-finish the entire floor!

MAIL THIS COUPON TODAY!

HILLYARD St. Joseph Mo.

- ☐ Please send me new Coach's Folder on Gym Floor finishing, layout and marking.
- ☐ Please have your nearby Hillyard "Maintaineer"®, trained floor expert, advise me the proper way to change my court over to new wide lane markings.

Name

Institution

Address

City State



NATIONAL RECREATION ASSOCIATION

A Service Organization Supported by Voluntary Contributions

JOSEPH PRENDERGAST, *Executive Director*



NATIONAL ADVISORY COUNCIL

The National Advisory Council is made up of the chairmen of the National and District Advisory Committees of the National Recreation Association, the president of the Federation of National Professional Organizations for Recreation, and a representative of the Annual Meeting of Presidents of Affiliated State Societies and Associations. The Council advises directly with the Board of Directors of the National Recreation Association.

ROBERT W. CRAWFORD—*Chairman*

National Advisory Committee on Recreation Administration

ARTHUR WILLIAMS—*Secretary*

National Recreation Association

ROBERT L. BLACK

National Advisory Committee on State Recreation

GERNON C. BROWN

Southwest District Advisory Committee

BERNARD B. CAMPBELL

New England District Advisory Committee

PAUL H. DOUGLASS

National Advisory Committee on the Recruitment, Training and Placement of Recreation Personnel

ARNOLD HALPERN

Pacific Northwest District Advisory Committee

RUSSELL JOHNSON

Great Lakes District Advisory Committee

DR. ROY LEILICH

Southern District Advisory Committee

DOROTHEA LENSCH

National Advisory Committee on Recreation Programs and Activities

STEWART MOYER

Middle Atlantic District Advisory Committee

J. A. REYNOLDS

National Advisory Committee on Recreation Research

DR. JULIAN W. SMITH

President, Federation of National Professional Organizations for Recreation

BEN H. THOMPSON

National Advisory Committee on Federal Recreation

H. B. TRENT

Pacific Southwest District Advisory Committee

JAY M. VER LEE

National Advisory Committee on Defense Related Services

FORREST W. WAKEFIELD

Midwest District Advisory Committee

AUSTIN WELCH

National Advisory Committee for the International Recreation Service of the National Recreation Association

AFFILIATED STATE SOCIETIES AND ASSOCIATIONS

ALABAMA RECREATION ASSOCIATION

ALABAMA RECREATION SOCIETY

ARIZONA RECREATION ASSOCIATION

CALIFORNIA RECREATION SOCIETY

COLORADO RECREATION SOCIETY

CONNECTICUT RECREATION SOCIETY

FLORIDA RECREATION ASSOCIATION

GEORGIA RECREATION SOCIETY

IDAHO RECREATION SOCIETY

ILLINOIS ASSOCIATION OF PARK DISTRICTS

ILLINOIS RECREATION ASSOCIATION

INDIANA PARK AND RECREATION ASSOCIATION

IOWA RECREATION SOCIETY

KANSAS RECREATION SOCIETY

KENTUCKY RECREATION SOCIETY

LOUISIANA RECREATION ASSOCIATION

MAINE STATE RECREATION SOCIETY

MARYLAND RECREATION SOCIETY

MASSACHUSETTS RECREATION ASSOCIATION

MICHIGAN RECREATION ASSOCIATION

MINNESOTA RECREATION ASSOCIATION

MISSISSIPPI RECREATION ASSOCIATION

MISSOURI COMMUNITY RECREATION AND PARK SOCIETY

WISCONSIN RECREATION ASSOCIATION

MISSOURI RECREATION ASSOCIATION

MONTANA RECREATION ASSOCIATION

NEVADA STATE RECREATION AND PARK SOCIETY

NEW HAMPSHIRE RECREATION SOCIETY

NEW JERSEY PARKS AND RECREATION ASSOCIATION

PUBLIC RECREATION ASSOCIATION OF NEW JERSEY

NEW MEXICO RECREATION ASSOCIATION

NEW YORK STATE RECREATION SOCIETY

NORTH CAROLINA RECREATION SOCIETY

NORTH DAKOTA RECREATION ASSOCIATION

OHIO RECREATION ASSOCIATION

OKLAHOMA RECREATION SOCIETY

OREGON RECREATION AND PARK ASSOCIATION

PENNSYLVANIA RECREATION SOCIETY

SOUTH CAROLINA RECREATION SOCIETY

SOUTH DAKOTA RECREATION AND PARK ASSOCIATION

TENNESSEE RECREATION SOCIETY

TEXAS RECREATION SOCIETY

UTAH RECREATION SOCIETY

VERMONT RECREATION SOCIETY

VIRGINIA RECREATION SOCIETY

WASHINGTON STATE RECREATION SOCIETY

WEST VIRGINIA RECREATION SOCIETY

MARCH 1957



Editor in Chief, JOSEPH PRENDERGAST
Editor, DOROTHY DONALDSON
Editorial Assistant, AMELIA HENLY
Business Manager, ALFRED H. WILSON

ASSOCIATE EDITORS
Recreation Administration, GEORGE BUTLER
Program Activities, VIRGINIA MUSSELMAN

Vol. L Price 50 Cents No. 3

On the Cover

THE CAMPER—1957. In camps, the young learn to love our mountains and forests, open spaces, lakes and the sea; they learn to know one another and to live together joyously during the summer, when our cities set them free. Photograph, courtesy of South Carolina State Commission of Forestry.

Next Month

The Playground Issue of RECREATION is usually published in April. This year it is a jackpot of playground ideas. Among the articles are "Playground Facts and Fun," "An Investment in Leadership," "Dennis the Menace Playground," "The Girl in the Blue Denim Skirt," "Try a New Idea," a suggested summer playground evaluation form, and many others. Those who are planning a special May Day observation will welcome the "Maypole Dance."

Photo Credits

Page 73, *Milwaukee Journal* Photo; 84 Earle's Photo Art Studio, Two Rivers, Wisconsin; 90 (upper right), American Playground Device Company, Anderson, Indiana, (others), Odell, Anderson, Indiana; 92, *Milwaukee Journal* Photo; 97, Dearborn (Michigan) Recreation Department; 104 (left), Paul R. Kasko, Greenbelt, Maryland, (right), *Waukesha Daily Freeman*.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 8 West Eighth Street, New York 11, New York, is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions \$4.00 a year. Canadian and foreign subscription rate \$4.50. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1102, Act of October 3, 1917, authorized May 1, 1924. Microfilms of current issues available University Microfilms, 315 N. First Street, Ann Arbor, Michigan.

Space Representatives: H. Thayer Heaton, 94 Garfield Place, Lynbrook, Long Island, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois.

Copyright, 1957, by the
National Recreation Association, Incorporated
Printed in the U.S.A.

10

* Trade mark registered in U. S. Patent Office.

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

CONTENTS

GENERAL FEATURES

New Horizons for Camping (Editorial)	T. R. Alexander	70
Long Beach Beckons		71
What Are Today's Campers Missing?	Eugene L. Swan, Jr.	73
The Personal Touch in Day Camping	Patrick J. Carolan	74
The Mentally Retarded at Camp	Roland Larson	77
Recreation at the South Pole	Muriel McGann	81

ADMINISTRATION

Camping for Tomorrow	Reynold E. Carlson	83
Campsite Selection, Layout and Development	Lewis C. Reimann	85
The Professional Role of the Camp Director	Hedley S. Dimock	88
A Recreation Development	William J. Duchaine	90

PROGRAM

Westward Ho!		82
Nature Study in a Playground Day Camp		84
Nature Tools	Bettye Breeser	92
Creativity in Camp Music		94
Flag Ceremony		96
The Campfire (Idea of the Month)	S. Theodore Wool	97
Woodfire and Candle-Light	Mary Edger	98
Contests for a Woodsmen's Weekend		99
Guideposts for Safe Water Skiing	Harold M. Gore	100
Bone Carving (How To Do It!)	Frank A. Staples	102
Inexpensive Nature Materials for Crafts		103
Water Dramatics for Young Swimmers	Betty DuBois	104
Easter Idea Hunt		107

REGULAR FEATURES

Letters		68
Things You Should Know		72
Reporter's Notebook		79
How To Do It! Idea of Month	See Program	
Personnel—Recruiting	Marilyn Jensen	106
Market News		108
Hospital Capsules	Beatrice H. Hill	109
Books and Pamphlets Received, Magazine Articles		110
Index of Advertisers		110
New Publications		111
Recreation Leadership Training Courses	Inside Back Cover	

MARCH 1957

67



Readers! You are invited to send letters for this page to Editor, RECREATION, 8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles. Keep letters brief—not more than 250 words.

—The Editors.

Hot Rods

Sirs:

In the December issue of RECREATION Magazine (page 463) you have an article pro and con on drag strips.

I think it would be a good idea for RECREATION to do two things. First, find out how many city recreation departments are involved in "hot rod" activities and, second, report the findings of the National Safety Council when they complete their survey on drag strips.

GEORGE T. SARGISSON, *Executive Director, Recreation Promotion and Service, Inc., Wilmington, Delaware.*

Members Speak

Sirs:

As an associate member of the National Recreation Association for over fifteen or twenty years I would like to present the following:

In the 1920's and 1930's the number of recreation departments, and the organization of future departments, was on a small scale compared to the present time. Members of the field service were able to visit the organized departments in their areas and give the necessary time for the promotion of recreation. I feel that this service was invaluable to the parties concerned, particularly to those of us who were beginning in administrative positions. I for one will never be able to thank your organization enough for the assistance given.

With the rapid growth of recreation nation-wide, I know the field service is more than overloaded. At the same time, I realize the sources from which your funds are secured for the operation of services given.

Each department in the nation operates on a budget just the same as your organization. Knowing you only have so much money which you may spend, I would like to propose the following so that more field personnel could be added to the staff, with each having a smaller area and therefore in better po-

sition to give the best service.

1. Increase the membership dues of associate members from \$5.00 to \$25.00 per year.

2. Increase affiliate memberships from \$10.00 to \$35.00 per year.

3. Contributors could continue as they have in the past.

This is no criticism of the National Recreation Association or its personnel, as I think that the organization is the best for the promotion of recreation. I believe that if the preliminary work was done prior to the next National Recreation Congress and a very frank analysis was placed before the body at that time, I am sure you would receive a very favorable reaction. It may possibly take two years to sell the idea, but I believe it would be worthwhile to all parties.

The average administrator, particularly in one-man departments, would favor this due to the valuable assistance that can be given by your field representatives—I know this from past personal experience.

We people in the field would benefit greatly, so why shouldn't we be glad to pay increased dues for this service? Salaries for all personnel in this business have certainly increased in the last twenty years, although National Recreation Association membership has not.

RALPH M. STUDEBAKER, *Town Recreation Director, Pulaski, Virginia.*

* * * *

Sirs:

I am sending you herewith Montgomery's annual dues of \$150.00. It has been very gratifying to me to see the continued interest on the part of our board toward the National Recreation Association. I do wish that something could be worked out where more cities would include this item in their annual budget, giving your organization more money and at the same time enabling you to give the cities more field help. I feel that Charlie Reed has done a wonderful job with limited finances and, as I

think back on our beginning here, I am sure that without the help of Marion Preece, Bill Hay, Helen Dauncey, Anne Livingston, J. W. Faust and many others we would have been unable to make the headway we have.

T. A. BELSER, *Superintendent of Parks and Recreation, Montgomery, Alabama.*

Otto T. Mallery

Sirs:

I was greatly surprised and saddened by the report in a recent Affiliate Membership Letter of the untimely death of Otto T. Mallery, a member of the National Recreation Association Board of Directors. [See RECREATION, January 1957, page 4.—Ed.] I had known Mr. Mallery since 1922 when I entered the recreation field and have been one of his great admirers. He had a magnificent personality and loved people. His sense of humor and his philosophy of recreation were always an inspiration to me at any National Recreation Congress.

It just seems impossible that I must lose this good friend after I had recently broken bread with him and talked with him several times during the International Recreation Congress in Philadelphia. The National Recreation Association has lost a great and outstanding friend.

THOMAS W. LANTZ, *Superintendent, Public Recreation, Tacoma, Washington.*

Thanks to John Faust*

Dear John:

I have read with interest and pleasure the article ("Lord of Leisure") written by you for the December issue of RECREATION.

It sounds exactly like the philosophy you have preached during all the years we were associated, and I know you are continuing this philosophy now that you are at liberty to "do as you please."

My main regret now is that you never seem to come my way to inspire me with your ideas and ideals. In consequence, I am floundering along as best I can, apparently to the annoyance of at least some of the ungodly in the community—by that I mean those who do not agree with me, whether right or wrong. Once upon a time you used to come in and adjudicate some of these questions, but now that I am entirely on my own, my victims have to take the consequences of your loss.

MAURICE DUPONT LEE, *President, Board of Park Commissioners, Wilmington, Delaware.*

* * * *

* Mr. Faust retired from NRA field service in 1955 after thirty-two years with the Association.

Dear J. W.:

Received your "Lord of Leisure" this morning. I have read it several times. It is of that caliber that can, and does, require many readings. It is, may I say, a masterpiece of brevity and content. I for one am proud of you, J. W., for producing for posterity such an excellent piece of religious literature.

As father and mother of such a piece of writing you must at times, as you read it, receive a warm glow of honest and gratifying pride. Keep your brain and heart children coming; we certainly need them at this time as we have never needed them before!

GRANT D. BRANDON, Lancaster, Pennsylvania.

Query to Mr. Prendergast

Dear Joe:

I am writing as an Active Associate Member of the NRA and a regular participant in the NRA Congresses.

No doubt you have read the article by Charles Price in the February 2, 1957 issue of *The Saturday Evening Post*. The subject is Joe Brown and his playground equipment designs.

I, and many other recreation people in this area, are quite concerned about the quote on page 92 attributed to an executive of the NRA, and particularly the phrase "entirely too high-brow for that mob."

I do not, of course, believe that this statement was made by an executive of the NRA and would appreciate your assurance on this point, because I wish to write to Price and to the editor to protest such a derogatory statement, which I believe Price fabricated. This statement, particularly in a national magazine which is read by so many laymen, certainly reflects no credit on the recreation movement and on those who attend the Congress.

Any reactions you can give me to the points I have raised here will be sincerely appreciated.

G. B. FITZGERALD, Director of Recreation Training, University of Minnesota, Minneapolis.

Dear Fitz:

I can well appreciate your reaction to the unfortunate use of the expression "entirely too high-brow for that mob" by Charles Price in his article on Joe Brown and his playground equipment designs in a recent issue of *The Saturday Evening Post*. You are quite right, of course, that an executive of the National Recreation Association did not make such a statement.

Actually, what happened was that Mr. Price talked with our director of public relations, David J. DuBois, about Joe Brown and Mr. DuBois provided some of the background material which was woven into the article. Mr. DuBois did say that the speech as Mr. Brown had written it seemed to him to be extremely abstract and he had some questions about how enthusiastically it would be received at a general session of the Congress.

Mr. DuBois talked with Mr. Price this morning after I received your letter and Mr. Price apologized for the excessively free interpretation of Mr. DuBois' remarks and pointed out that he simply was attempting to illustrate that "Joe Brown has a tendency to get really involved in the subject."

Of course, a number of recreation people have told me that the over-all impact of the article is excellent for recreation. With the exception of this unfortunate error I do feel that Mr. Price did a very fine job. Even the most diligent reporters make errors and sometimes use an incorrect word here and there.

I think you will be pleased to know that *Parents'* magazine has an excellent article on the community recreation movement in its March issue. Also, the manuscript for a major article on encroachment of park and recreation lands has just been completed for publication in another national magazine, probably in June. This kind of national publicity, I am sure you will agree, is worthwhile for the recreation movement.

JOSEPH PRENDERGAST, Executive Director, National Recreation Association.

**JUNE is
National Recreation Month**

CALIFORNIA STATE HOSPITALS

Offer

career opportunities in new
Rehabilitation Service Program
for

College Graduates with
specialization in Recreation
Therapy or Recreation

- STARTING SALARIES \$4,296
- FOURTEEN MODERN FACILITIES
- ATTRACTIVE EMPLOYEE BENEFITS

Medical Recruitment Unit

California State Personnel Board

801 Capitol Avenue

Sacramento

WRITE FOR LITERATURE

AMERICAN APPROVED
Jim Patterson
lifetime
**ALUMINUM
DIVING BOARD**

World's Finest Official Board
Rugged Aircraft Girder Construction,
Unequaled in Design, Durability and
Performance by any board built today.
Exclusive International Distributors

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.
WORLD'S LARGEST MANUFACTURERS OF FINE
PARK, PICNIC, PLAYGROUND, SWIMMING
POOL AND DRESSING ROOM EQUIPMENT

NEW! Jayfro
Multi-Purpose
**ALUMINUM
STANDARD**
*Use it
12 Ways!*

Interchangeable
Ends and Quick-Set
• VOLLEY BALL • BADMINTON
• TENNIS • PADDLE TENNIS
• HIGH JUMP • TETHERBALL

- ✓ Official specifications
- ✓ Lightweight
- ✓ Easy to install and move
- ✓ No maintenance
- ✓ Six different models

Jayfro
**BASKETBALL
STEEL CHAIN
NETS**
3 Years Guarantee!
outdoors or indoors

Also Featuring Jayfro's Custom Built
New and Improved!

✓ **PADDLE TETHERBALL SETS**

Revolutionary and Exciting Now!

✓ **SHUFFLEBOARD SETS**

with "RUBBER CUSHIONED" DISCS

• Send for Free Catalog •

JAYFRO ATHLETIC SUPPLY CO.
Dept. RC, Box 1065, NEW LONDON, CONN.

New Horizons

for Camping T. R. Alexander

THE HORIZON is as far as one can see in one direction. There are no new directions but there are distances that most of us have never seen or traveled. The ability to see new horizons is dependent upon moving up to higher ground or changing one's point of view.

The U. S. Office of Education reports that eleven million more children will be added to the present thirty-nine and a half million now attending United States schools in the next ten years. Communities already hard pressed to meet educational demands face, in the next decade, an unprecedented challenge with resources of money, personnel and facilities far from adequate to maintain even existing educational standards. Citizens must call upon public and voluntary agencies in recreation and camping to supplement their best efforts and deploy the total resources of the community in accordance with community needs and in the light of the functions each is best fitted to perform.

The crisis that appears on the horizon in the U. S. school system calls for professional educators, camping and recreation leaders to understand each other's points of view and programs, and to cooperate in programs of teaching and guided learning that will provide, in addition to knowledge, the development of a variety of interests, skills and appreciations in the major areas of human living.

Education, recreation and camping are not separate and unrelated movements or programs but rather interrelated parts of one common concern with the development of better human persons, which is, in turn, the chief concern of the whole organization of our society that we call democracy.

Education has been defined as "a continuing process whereby the individual is led on by interest from one experience to another in such a way that he acquires the knowledge, skill, habits and appreciations which will mean the greatest enrichment of his life."

Out of seventy-five years experience organized camping has many contributions to make. Resident camping, which involves living together for twenty-four hours a day, seven days a week, provides a unique opportunity to teach the techniques of democratic community living, to learn the self-disciplines that come with taking care of one's self in a wilderness environment. There are the values that come with the development of hobby interests, crafts, sports, woodcraft, health and physical fitness, and the understanding of nature where the camp situation provides a superior setting.

Persons come to accept value out of the experiences of life, not because someone tells them how fine they are, but through discovery in their own everyday relationships with others. The controlled, wholesome, democratic, creative setting of a modern camp affords, as few experiences outside the home can, many opportunities for relationships with others which call forth these values.

The postwar years have brought expanding camping horizons in many directions. The number, enrollment and kinds of resident camps have shown a marked increase until, today, more than five million children are enrolled in the nearly thirteen thousand camps in our country.

Extension of camping was for many years a concern of the voluntary welfare agency and the private entrepreneur. An increasing number of parents, many of them campers themselves during their youth, educators and citizens generally are solicitous concerning the extension of camping opportunities to more and more young people.

Beginning in the early days of World War II, public schools evidenced an interest in making camping a part of every child's educational experience, and each succeeding year has seen the development of new *school camping* programs. Interest in school camping is widespread and considerable planning and experimentation is under way.

Church-sponsored camps represent one of the fastest growing areas of camping, with national leaders of all faiths recognizing the obligations and opportunities to strengthen their distinctive programs through camping.

MR. ALEXANDER is president of the American Camping Association, Martinsville, Indiana.

Family camping is a third rapidly developing phase of camping that gives father, mother and children the experience of outdoor living in an organized resident camp, planned specifically for that purpose or adapted for family use before or after the children's camp season.

Camping for handicapped children and camping for older persons has increased many fold during the past ten years.

Day camping presents still another fast growing trend in camping. With an emerging differentiation between play groups and building-centered summer-fun clubs, day camping places a primary emphasis on taking advantage of an outdoor setting and camping skills. This phenomenal growth of day camping has received great stimulus in suburban communities where parents, schools, churches and public auspices have accelerated opportunities for younger children to enjoy an introduction to a camping experience.

Another expanding horizon in camping has been the increased *year-round use of camping facilities*. Camping is no longer limited to an eight-week summer vacation period, as new facilities are designed for use throughout the year, over weekends, and during vacation periods, with programs built around winter sports, conservation, hunting, fishing and other seasonal activities.

In the early 1930's, a systematic and cooperative effort to formulate and apply standards to every aspect of camping began. Under leadership of the American Camping Association, standards for both resident and day camps have been established. They deal with personnel, program, site, facilities, equipment, health, sanitation and safety. The *raising of camp standards* marks another expanding horizon in better camping. Sectional leadership-training workshops and improved pre-camp and in-service training programs have implemented higher camp leadership standards to produce older, more mature and better trained camp leadership.

A final expanding horizon in camping can be found in the increasing acceptance of a philosophy that camp life must be developed around the personal welfare and growth of the individual camper and that a real camping experience can be lost in a mass of overplanned schedules, activities imported from school and playground, and the requirements of an intensive competitive and award system.

Camping, at its best, is a children's world, a world of fun and adventure with those of his kind, a simple environment in which he expresses himself naturally. Led by high interest he moves from experience to experience, acquiring knowledge, skills, experience in a community of intimate fellowship and shared living, enriched through the guidance of understanding leadership. ■



Long Beach Beckons ➔

SEPT. 30 - OCT. 4

1957 NATIONAL RECREATION CONGRESS

The invitation is extended and the welcome mat is being readied as Long Beach, California, gets set for the 1957 National Recreation Congress.

This year the Congress is being sponsored by the National Recreation Association, American Recreation Society, California Recreation Society, County of Los Angeles Department of Parks and Recreation, and Long Beach Recreation Commission—with the cooperation of the College Recreation Association, Council for the Advancement of Hospital Recreation, and Federation of National Professional Organizations for Recreation, and the assistance of the State of California Recreation Commission. Certainly, with all these top organizations working together to make the Congress program the major event of the year in the recreation field, attendance is a "must" on the agenda of all those sincerely concerned about recreation.

Members of the Congress Executive Committee are: Joseph Prendergast, chairman; J. Earl Schlupp, vice-chairman; William Frederickson, Jr.; Norman S. Johnson; Wal-

ter L. Scott; Dorothy B. Taaffe; and Robert W. Crawford. (See RECREATION, February 1957, page 44.)

Headquarters hotels will be The Lafayette and The Wilton, both within walking distance of the Long Beach Municipal Auditorium, which will be the focal point of the Congress for registration, exhibits, and meetings. This fabulous building is located in a fourteen-acre park which juts out into a lagoon enclosed by famed Rainbow Pier—and surrounded by the blue Pacific Ocean and miles of sandy beach.

To combine pleasure with business, there are many renowned places of interest all *within* an hour's journey from Long Beach—high spots such as Hollywood and Los Angeles; Disneyland, Marineland, and Laguna Beach; Knott's Berry Farm; the Griffith Park Observatory; Pasadena Rose Bowl and Santa Anita Race Track, the Mission at Capistrano; plus many others. Banquets, tours and social activities will be, as usual, features of the Congress program.

Check the dates—SEPTEMBER 30—OCTOBER 4—on your calendar NOW . . . and watch RECREATION for additional Congress news each month. ■

Things You Should Know . .

► **LATEST DEVELOPMENTS IN ENCROACHMENT.** The dilemma caused by projected federal highways as well as by high-pressure building locally, and other problems regarding land for recreation or parks today—which are affecting every community—will be discussed in the June issue of RECREATION.

► **100% AFFILIATION!** With the recent affiliation of the North Carolina Recreation Society, every existing state recreation society or association is now affiliated with the NRA. Forty-three states currently have local organizations and we hope to see groups organized in the remaining states which do not as yet have their own professional societies.

► **A BOOKLET OF MAPS, *Camping Maps, USA*,** indicates major camping areas in each of the forty-eight states. It can be obtained through National Campers and Hikers Association, or from the authors, Glenn and Dale Rhodes, Box 162, Upper Montclair, New Jersey.

► **IF YOU WANT TO SET UP A WEATHER STATION** in your camp, you might like to look over the pamphlet, *Something About the Weather*. It is compiled by and available from James E. O'Brien, Western Pennsylvania Section, American Camping Association, 200 Ross Street, Pittsburgh 19, for fifteen cents.

► **ELEVEN THOUSAND JOB REFERRALS** were made by the National Recreation Association during 1956. The number of recreation executive positions reached a new high of one hundred and eight. Salaries ranged from \$4,000 to \$10,000, with a median of \$5,000.

► **FOR CHILDREN'S BOOK WEEK**, this year, November 17-23, the slogan will be one which was winner in a recent contest—"Explore with Books." It is interesting that for 1956 Book Week in the Netherlands, the theme was "Indians," and American children's books on Indians—in translation—were featured. Many children's libraries were transformed into teepees and wigwams.

► **NATIONAL WILDLIFE WEEK**, March 17 to 23, is sponsored annually by the National Wildlife Federation and its state affiliates. Purpose: to gain public appreciation of the fact that, to "Keep America Beautiful," we must protect and manage wisely our national resources—our waters, forests, soils and wildlife.

This year, Wildlife Week emphasizes the importance of providing adequate living places for animals, always such an important part of our American scene and an addition to the beauty and enjoyment of our outdoor areas. The tens of millions of people who enjoy hunting and fishing and visits to our parks, forests and wildlife refuges cannot help but be interested in this subject.

► **A STUDENT GROUP HEALTH STUDY PLAN** is announced by the American Medical Association magazine, *Today's Health*. A free set of monthly discussion topic questions, prepared by well-known educators, has been prepared for each issue. Further details can be obtained by writing to *Today's Health*, American Medical Association, 535 North Dearborn Street, Chicago 10.

► **SONG SLIDES AVAILABLE.** National Studios, 145 West 45th Street, New York 19, one of the few remaining sources for song slides, is discontinuing this service. The over ten thousand song slides in stock will be sold at ten cents each—less than cost. If you use or need slides for your community sings, here's a chance. Order direct from the company and specify size, either 2 by 2 inches or 3½ by 4 inches.

► **THERE IS A GREAT DEAL OF CONTROVERSY** as to whether or not operators of power boats should be licensed, in view of today's great increase in the number of small pleasure craft and the congestion in many waters. If the answer is "Yes," what qualifications should be required for a license? Since July 1956, the Committee on Merchant Marine and Fisheries of the U. S. House of Representatives has been conducting a nation-

wide study of recreational boating under the chairmanship of Representative Herbert C. Bonner of North Carolina. It is giving serious consideration to this matter and to what legislation should be in order.

► **DO YOU CONDUCT A RIFLERY PROGRAM?** If so, please let us know about it. We would like to carry a "what's doing" article on this subject in our September issue, if possible. Send us about two hundred words and a picture that we can share with others!

► **THE 84TH ANNUAL FORUM** of the National Conference on Social Welfare will be held in Philadelphia May 19-24. Some one hundred and twenty-five meetings of separate welfare organizations will be included. For further information, write to National Conference on Social Welfare, 22 West Gay Street, Columbus 15, Ohio.

► **REMEMBER JUNE IS NATIONAL RECREATION MONTH!** Watch your NRA Membership Letters for program ideas!

► **APRIL IS USO MONTH**, and is so designated as a reminder to the American people of the need for continued appreciation and support for our youth in the armed services. As it has from the beginning, USO continues to bring to the serviceman that important home-away-from-home, and the same sort of social, religious, recreation and education programs available to him in his own hometown.

The Drag Strip Check

The check on hot rods, conducted by the National Safety Council, as mentioned on page 463 of the December 1956 issue of RECREATION, is completed. Nearly four hundred replies were submitted from forty-eight states. Based upon this the council has made the following recommendations on hot-rod-ding and drag racing:

The National Safety Council opposes speed contests. Since speed violations are so often involved in traffic accidents, the National Safety Council cannot condone speeding even in the name of competition.

The Council feels that public interest would be better served if the energy and enthusiasm now devoted to drag racing were channelled into more constructive activities. Economy runs, driver clinics and leadership in traffic safety programs are examples of desirable outlets for interest in automobiles and driver ability.

Although clubs known by the general term "hot rod" often engage in many worthwhile activities it is apparent that the chief purpose of such organizations is promotion of racing events.

The National Safety Council therefore recommends that traffic authorities and safety organizations refrain from endorsing, supporting, or participating in speed events. ■

What are Today's Campers Missing?

Eugene L. Swan, Jr.

IT WILL BE easier this summer to find a camp that teaches a child French, dancing, or spelling than one where he will experience the irreplaceable lessons of the wilderness. Baseball, which can be played in the midst of a roaring city, will occupy ten thousand more hours than forest travel, and miles of motion picture film (most of it second-rate) will come between campers and the real thing around the campfire. By summer's end only a comparative handful will have slept in the open for more than a few nights or experienced any more campfire cookery than that suburban treat, the cook-out.

Well, what of it? Our camps teach many things and teach them well: swimming and sports, sailing and tennis, riflery, nature, crafts, and horse-back riding. What more can be asked? It is the child's vacation and the decision is left up to him. If he wants movies, radio, and the mechanical and competitive amusements of our times, why deny him?

But we *do* deny him! We deny him something of inestimable value, something a camp can do better than anything else.

George Washington grew up a long time ago in a world very different from ours, but he possessed qualities we still value, that we hope to see blossom in our children: serenity in the face of disaster; courage with modesty; utmost self-reliance joined with utmost respect for others; unshakeable determination and practical idealism.

Where did this great leader get his character? Samuel Eliot Morison, historian and author of a penetrating essay, "The Young Man Washington," writes: "He had the advantage of a discipline that few of us can get today. We are born in crowded cities and attend crowded schools and colleges. We take our pleasure along crowded highways and in crowded places of amusement. . . . What our New England forebears

learned from the sea. . . . Washington learned from the wilderness."

It is true, of course, that the opportunity to learn in the trackless classrooms of the "University of the Woods" is gone forever. But we still have a school with vast resources that can teach us if we will allow it to. Even today in populated New England, alone, there are more than twenty-one million acres of forest all within a day's drive of our back doors. Not only are these millions of acres a great natural resource, but also a spiritual one which is ready to teach whoever goes to these forests in the right frame of mind. The lessons will be the same as those once taught Washington, and which for over a hundred years were the birthright of every American.

But we must go into the woods to find ourselves, not to escape ourselves. More Americans are spending more time in outdoor recreation than ever before. We go skiing on crowded slopes, allowing ourselves to be hauled up by machine. We fish restlessly from place to place. We hunt so carelessly that we only maim the game and sometimes kill each other. We foul picnic spots and lake shores with refuse and broken bottles. We set up public-address systems in our campsites.

Who is at fault? No one — and everyone. All of us — parents, camp leaders, children — have let ourselves lose our way in a jungle of competitive skills. Too many have lost the know-how of woodcraft, and interest in it.

What can we do? The first thing is courageously to get rid of many things we consider necessary. It would be foolish, of course, to rip out a lighting system, and, yet, let us consider that without it we are more apt to go to bed earlier, enjoy more sunrises. Without it we are not tempted to fall back on radio and motion pictures for recreation, and are thus led to discover forgotten inner sources of creativity.



To explore the world of nature and its secrets, know the fields and hills, is the birthright of every American boy.

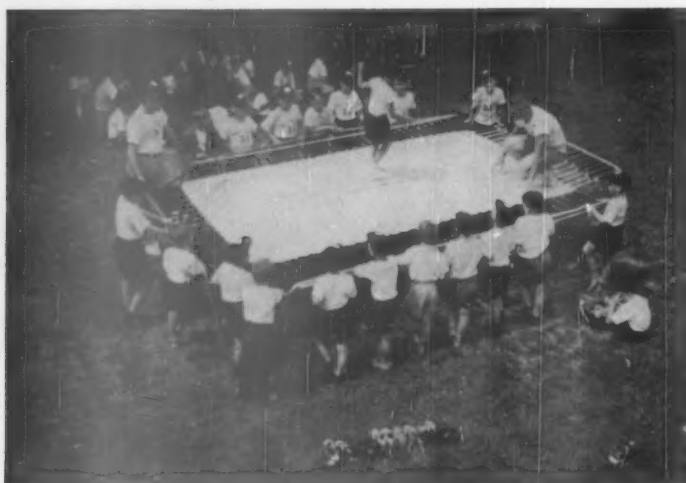
The remedy lies always on the side of simplification, of less equipment, not more, of tightening standards and lessening competition as an end in itself. And it has already proved itself.

The state of Maine, for example, has a program for boys and girls that has been in operation, without fanfare, for several years. In it, children as young as fourteen may take an annual three-day field trial in woodcraft. Their judges are skilled woodsmen and guides; and those who pass the tests receive a certificate as a "Junior Guide" from the governor of the state. More than one boy or girl has come out of this experience, whether certified or not, with a visible growth in character.

Another New England camp has taken on the exacting responsibility of maintaining a part of that remarkable cooperative venture, the Appalachian Trail, a footpath which runs for two thousand miles from Maine to Georgia, and is the work of volunteers.

Parents must be willing to take a stand for honest values against showy equipment and programs, lazy, beach-club months of idleness, and get-rich-quick summer jobs. Directors and governing boards must reassess the purposes for which their camps are run, and even government itself must recognize what we are missing. ■

Condensed and reprinted with permission from "George Washington Learned Here," *The Educational Register*, 1955-1956. MR. SWAN is director of Pine Island Camp, Belgrade Lakes, Maine.



Campers are offered experiences that parallel, in many ways, those of resident camps. The program is planned to meet their needs.

The Personal Touch in Day Camping

Patrick J. Carolan

Is this possible with large groups, in a non-resident setting? This is the story of an unusual private day camp.

THE personal touch—evidenced by a genuine interest in and concern for the growth and happiness of a given boy or girl—is assumed to be an integral part of the philosophy of well-organized resident camps. The overnight camp setting provides round-the-clock opportunities for realizing this goal. Twenty-four hour responsibility makes for closer personal contact between the administrator, staff, and camper. However, the day camp can also offer warm personal contacts.

In the child's eye, the professional staff person represents his parents, teacher, or favorite uncle during camp. Rare is the counselor who has not felt the warmth and devotion of a child's response to an interested approach. No experience can ethically be overlooked, therefore, which might benefit the child physically, emotionally, mentally and socially.

This is consistent with the social purpose inherent in the modern concept of camp administration. Hedley S. Dimock states, "This sense of public duty and social responsibility takes priority over personal interest (of administration) or economic gain . . . This means that he (the camp director) will not enroll any camper unless there is a reasonable ex-

pectation that the camp is equipped to meet the camper's needs."^{*}

The discriminating parent is becoming increasingly aware of his child's need for individual attention and opportunity for growth, above and beyond a balanced diet, adequate physical facilities and equipment, and careful group programming.

Is it feasible, then, for the administrators and owners of large day camps to work toward the attainment of this worthy goal? Their situation is very different. Practical limitations in terms of concentrated time, continuity of contact, and other factors distinguishing the typical day camp from the overnight experience, make the problem a difficult one. The challenge is sufficient to tax the ingenuity of the most conscientious day camp owner. In view of this, it is unusual and unique to find the "personal touch" as the guiding theme motivating the administration of a large and thriving day camp.

Camp Baumann, with sites at Oceanside and Merrick, Long Island, New York, is a private co-educational day camp exemplifying this approach. A personal interest in each camper permeates the atmosphere of the camp. Beginning with the initial inquiry by an interested parent, the permanent personnel dedicate themselves before, during, and after the season to knowing the camper as an individual personality. This attitude is transmitted to the summer

Camp Baumann operates day camps on two sites, Oceanside and Merrick, Long Island, New York. Total area encompasses twenty-three acres. Camp enrollment for 1956 totaled one thousand boys and girls ranging in age from three to twelve years. Facilities are excellent. The children are transported to and from camp daily by bus. The camp day is from 9:00 A.M. to 4:15 P.M.

^{*} From *Administration of the Modern Camp*. Hedley S. Dimock, Editor. Association Press, 1948, page 269. \$4.00.

DR. CAROLAN is a member of the department of health and physical education at Brooklyn College, Brooklyn, New York, and an assistant supervisor at Camp Baumann, Merrick, New York.

staff with the ultimate aim of providing the best possible communal experience for the boys and girls in a pack or group best suited to their mutual needs.

Nor are efforts to secure the personal touch limited to the eight-week summer camping period. In this respect, there is perhaps an advantage lacking in the resident camps, in that extra-season visitation is convenient. The central location and accessibility of the camp in relation to clientele makes possible a year-round, open-door policy for renewal of acquaintances, pleasant reminiscing, dissemination of information, tours of the grounds, discussion relative to policy, plans, or improvements, and the all-important parent-child-administrative evaluation of the individual camper in relation to the total experience. The camp's offices are open all year and the permanent staff (secretaries, program director, owners) is available full time throughout the year for the above purposes.

An individualized program requires serious, continual thought, perpetual evaluation, and purposeful planning. Specifically, many things are done in a conscious effort to implement the personalized approach. We, at Camp Baumann, feel that our efforts are very much worthwhile. The results are obvious where they really count—the needs of children are being met; they have fun.

Here are some of our ways of approaching this idea:

Year-Round Efforts (Off-Season)

1. Birthday cards with camp motif are sent to each camper.
2. The camp newspaper is sent four times a year—keeping campers and parents up-to-date on camp developments, counselor doings, and so on.
3. An annual camp reunion is held. In 1956, during Christmas holidays, a roller-skating party was held in a local skating arena.
4. It's a small world. In suburban communities chance meetings, just about anywhere, are an occasion for "camp talk."

Enrollment Procedures

1. Each new camper is met *personally*.
2. Invitations are extended to visit the camp several times prior to the opening of the season to become familiar with the camp environment and meet permanent staff.
3. An individualized file card is maintained for each camper. All pertinent data is noted for referral and guidance.

Pre-Camp Preparation

1. At staff orientation sessions, the need for giving individual attention to each child is explained and stressed.

2. A handbook containing details of camp operation and philosophy is given to each staff member as a self-study guide.

Homogenous Grouping

1. Children are grouped according to age and maturation level. Age differences within groups amount to a three-to-four-month maximum.
2. Youngest groups (three to five years) are mixed. Groups ranging from five through twelve are separated according to sex.
3. Groups number from ten to twelve children.
4. Shortly after beginning of camp, groups are revised to better meet needs of certain children.
5. Each group is assigned a counselor who remains with that group for the duration of the camp experience.
6. A supervisor is in charge of every seven to eight groups. As a matter of policy he, too, keeps a record of individual notes pertaining to children within his jurisdiction and follows through upon recommendations.

Individualized Health Practices

1. Medical examination of each camper plus a doctor's certificate of health is a must.
2. A camper absent three or more days must furnish a doctor's statement of health before readmittance to camp.
3. Each camper has a cumulative medical file upon which all pertinent data is listed. Heights and weights are checked at the end of camp to note progress made.
4. Individual diets or modifications of regular meals are adhered to if at all possible. The nurse assumes responsibility for this in cooperation with the dietician.

Camp projects call for initiative, stir the imagination. What child can resist a tree house?



Adventures can be found via the water—be it on pond, lake or stream. Boating enables the camp to take off for magic lands.





Although in a heavily populated area, camp's physical facilities offer plenty of space and a rustic atmosphere for many lively youngsters, ages from three to twelve.

5. As a matter of policy, the camp nurse follows up all cases coming to her attention. Parents are kept informed by phone or by the bus counselor. Parents are queried regarding any camper absent three or more days. Owners personally check through on all prolonged absentees.

Camp Operation (Individualized)

1. Program is planned to meet the interests and capacities of various age groups. Similar groups participate together. Adjustments are made to accommodate younger groups and, at same time, fulfill their desire to emulate older children—batting off a tee in baseball, using lower baskets in basketball, separate and appropriate facilities for youngest groups, and so on. Instructors teach all organized activities, enabling counselors to concentrate upon *individual* progress and growth through the medium of the physical or cultural activity. Observation of the child's reaction to varied activities helps the counselor to understand competencies possessed or needed by members of his group.

2. Facilities and equipment in general are geared to meet the needs of age groups involved.

Personal Guidance (Adjustment Problems)

1. Although tuition refund insurance is available, every effort is made to discourage "dropouts." This policy provides one of the most fertile areas for exercising the "personal touch." Problem cases, involving temporary adjustment difficulties, in some school and camp situations, are often handled via the path of least resistance. Dropping a child seldom solves the problem. We make every effort to work out a solution acceptable to all—particularly the camper. It is not unusual for the owners, director, supervisor, counselor, and nurse to confer with a given child at a time of difficulty. Patient investigation, firmness when required, and a variety of approaches by trained adults are sufficient a great majority of the time. Occasionally, parent-owner conferences are advisable. In some instances consultation with professional people in the community (school psychologist, family doctor, and others) is arranged for the purpose of gaining insight into the most effective approach toward adjustment. Characteristically, those children with

adjustment difficulties become our staunchest friends when the problem is ironed out.

2. Each counselor receives a pocket-size book within which he records all significant information relative to each child within his group. This includes daily progress reports, parental instruction, health notes, and so on. These reports are checked periodically by supervisors. Problem cases are discussed.

3. Birthday parties are held during camp hours (at snack time) for each camper whose birthday occurs during the season.

4. All staff members are addressed as "Uncle" or "Aunt." This creates a "one big happy family" atmosphere. Children respond enthusiastically to this approach. It carries over beyond camp many times. Chance meetings during the off-season begin with a "Hi, Uncle John" greeting—with nary a relative in sight!

5. Rosalind G. and Robert E. Baumann, owners of Camp Baumann, attribute the unique success of their venture to the "personal touch." They know that a child in a camp must have fun, a parent must know that the child's best interests are being served. Camp ownership becomes a rewarding vocation, in fact akin to an avocation, when "people" come first and genuine fun prevails. They make it a point to know the campers. An attempt is made to talk to each child individually and informally during the season, and on the last day of camp as part of "tepee talks." They often take part in swim sessions during the day, ride horseback with groups, and engage in impromptu challenge matches in the various activities.

6. The boys and girls are given numerous opportunities to exercise initiative and imagination in camp projects—the newspaper, camper shows, special trips, designing of tepees, planning of non-scheduled hours are examples of special events involving counselor-camper planning.

The permanent staff gives much thought to the various practices enumerated above. Evaluation is continuous, as it should be. The search for new insights, better ways of getting closer to the ideal approach is constant. One thing appears certain: complacency can never be the order of the day for day camping. ■

Baseball diamond. Daily instruction and practice is carried on in some thirty-one athletic, social, creative, manual and nature activities with many special events.





Silver Lake Camp is an island camp, reached by a bridge, and therefore provides ample opportunity for boating and many waterfront activities.

The Mentally Retarded at Camp

*Community teamwork
is vital . . .*

Roland Larson

SILVER LAKE CAMP for the Mentally Retarded is in Minnesota's lake country, near Minneapolis. Its five nicely wooded acres are completely surrounded by water, for this is an island camp. It is here that mentally retarded children and adults come together to work, play, and grow into better individuals. Here they become real campers.

Come across the bridge from the mainland and take a closer look at the island. You will see five cabins, three on one finger of the island and two on the other finger — providing a natural geographic separation of the sexes. Each cabin has running water and toilet facilities. There are additional accommodations for staff members. A dining hall seats forty-two, and a main lodge offers ample space for inside activities.

A play area for softball, basketball, volleyball, badminton, croquet, also equipped with swings and a trapeze bar, is located between the cabins. In the recreation hall are table games, a piano, and craft supplies.

Waterfront facilities on the mainland make swimming and boating two of the more popular activities. At the camp's disposal are a splendid sandy beach with a dock, diving boards, and

six aluminum boats. Learning to swim or row can be a real thrill and is part of the process of becoming a good camper.

Silver Lake Camp for the Mentally Retarded came into being as the result of the hopes, dreams and concrete plans of a number of people and organizations keenly interested in the total problem of the mentally retarded. The Salvation Army provided the initial interest and offered to donate the campsite with its many fine facilities, and furnished all the food and the services of a cook. A camp committee was organized. Opportunity Workshop of Minneapolis, Hennepin County Welfare, the Salvation Army, and the Minneapolis Association for Retarded Children were represented. Through a series of meetings many problems were discussed and solved—camp fees, transportation, staffing, program.

Money was received from various sources to meet expenses. Camp fees were set at ten dollars per camper per session for those able to pay. Those from institutions were invited on a non-paying basis. Some children whose parents could not pay were sponsored by business concerns or individuals. The local association for the mentally retarded made a substantial contribution, as did the PTA group of a local private school for the retarded.

Campers came from Opportunity Workshop, Inc., a training center and workshop for the retarded youth and

young adult; Fraser School, a private school for retarded children in Minneapolis; the state institutions at Cambridge, Faribault, and Owatonna; and public school special classes in Minneapolis. Their chronological ages ran from eleven to fifty-one. The youngest group, from the public schools, ranged from eleven to fifteen. The other groups were almost entirely in their late teens and early adulthood. Intelligence level ranged roughly from IQ scores in the forties to approximately eighty. There were no so-called "custodial cases."

One of the first tasks was to provide a feeling of security for each camper in his new surroundings. Rather detailed orientation to the camp, the staff, and to the other campers was an important part of this process. Five simple basic camp rules were explained in detail and repeated until thoroughly understood. Also basic in the establishment of a secure environment were the staff members' attitudes toward the campers. Pressures and tensions were at a minimum.

The camping periods in 1956 ran for a total of about one month. Three

MR. LARSON is a school counselor, a certified psychologist, and has been director of Silver Lake Camp for the past two years.

groups of from twenty-three to twenty-eight campers attended. The youngest group stayed four days, while older groups had a ten-day session. The younger children from the public schools were a constant challenge because of their vitality, lack of experience, and desire to do things. In contrast, the older campers from the state institutions settled right down. Their program was planned so there was ample time for chatting, fishing, singing around the piano, and relaxing in other ways.

A daily rest period after lunch was felt to be necessary. Most campers required a great deal of sleep, particularly when the day included much physical activity.

Waterfront activities, simple games and crafts were greatly enjoyed. Evening programs put on by the campers included piano, harmonies, dance, vocal numbers, and other entertainment. The amount and degree of talent was quite surprising, and the camper's joy of performing for the group was strongly evident. The demand for more evening programs was ever present.

Group singing was encouraged, and a number of camp-type songs were repeated frequently enough to be learned by all. Songs with hand motions proved to be most popular. Singing was spontaneous and occurred after almost every meal and at all informal get-togethers of the group. Songs could often be heard while boating, walking to the beach, or getting ready for bed at night.

With the younger children stories before bedtime were popular. After a day packed with activity, these helped prepare the children for restful sleep. Most of the stories were at the lower elementary level.

Some of the older boys and men participated in their first overnight camping trip. They took real pride in cooking their own meals and pitching their tents on nearby Turtle Island.

Because Silver Lake Camp is an island camp, it provides for either separation or integration, in terms of programs and activities, with an adjacent mainland camp for normal children. Many times we wanted our group to be by itself. On the other hand, a number of daily activities were carried on with campers from the mainland camp —

such as flag raising, canteen, and numerous evening programs. This flexibility gave the retarded groups ample camping experiences with normal groups, while spending most of their time in a program specifically designed for their own needs.

Since the retarded were so often involved in activities with normal groups from the mainland camp, it was important that the staff from this other camp be oriented to the island group. Under Mrs. Herbert Martin, this orientation was accomplished in such a way that relationships between island and mainland campers were smooth and natural.

The ratio of campers to staff was about four to one. This favorable ratio gave counselors adequate time to work with individuals in specific situations. Close supervision was often necessary for the physical safety of the campers. Someone had to see that those under medication received their pills regularly; campers subject to seizures often had to be watched closely, especially while boating and when in or near the water. Close supervision also was necessary to preserve the unity and good feeling of the group, particularly with the younger campers. Scraps would arise at the slightest provocation, partly because of the poor judgment and lack of control which characterized so many younger campers. Having ample staff to enable campers to verbalize their difficulties proved to be a valuable facet of our camp setup.

The training and experience of the six staff members was quite diverse. One counselor was a teacher of the mentally retarded in the Minneapolis public school system and a second-year counselor at the camp; another was from the field of social work, with experience in group work, nursery school, and homebound teaching; a third had worked as a nurses' aid and a camp counselor with the retarded for a year; and so on. This variety in staff background often gave fresh and interesting insight into the multitude of problem situations which arose.

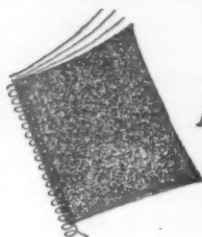
The dynamics of group activity were always interesting. What was happening to the individual camper as a member of the group was one of our greatest concerns. Nightly staff meetings helped each staff member grow in sensitivity to individual needs. Observations and ideas were exchanged constantly. Much information on individual campers was obtained from camp application blanks and medical examination records.

We know that lifelong patterns could not be changed in a few days, but we did find that progress was made when concentrated attention was given to a particular camper's problems. It was a real thrill to watch certain individuals progress in behavior, attitudes, skills, and self-confidence as they achieved new things.

An individual evaluation was made of each camper's experiences and growth at camp. The areas evaluated included social, physical and personal adjustment, work habits, and progress in art, music and crafts. All members of the staff took part in these ratings, thereby giving a more composite picture than any one person would be able to do. Two copies of each evaluation were made, one sent to the institution, school, or social worker in charge of the retarded person, the other copy retained for the camp files.

For communities wishing to initiate a similar program it should be pointed out that there are many potential workers whose energy and enthusiasm may be tapped to get such a project started. Community teamwork is vital. It has been the key to the camping sessions for the mentally retarded at Silver Lake. ■





A REPORTER'S NOTEBOOK

NRA Welcomes and Bids Farewell

Anne L. New and Frank J. Rowe have recently joined the National Recreation Association headquarters staff. Miss New, formerly coordinator of Public Information Services for the Girl Scouts of the U.S.A., is replacing David J. DuBois as director of NRA Public Information and Education. Mr. DuBois is on leave of absence for an assignment as public affairs officer for the United States Information Service at an overseas post. Mr. Rowe, previously with the circulation department of the Crowell-Collier Publishing Company, replaces Alfred B. Jensen as head of the NRA Recreation Book Center. Mr. Jensen is joining the staff of Doug Johnson Associates, a public relations and advertising agency in Syracuse, New York, as general manager.

All-America Cities Awards

Forward strides in recreation brought awards for five of the eleven municipalities winning honors in the 1956 All-America Cities Contest, sponsored by the National Municipal League and *Look* magazine. The five cited for recreation progress were:

Anchorage, Alaska, where expanding military bases have helped triple the local population (11,254 in 1950) in the last six years. Among the expanded municipal facilities are new parks, a municipal auditorium, a library and a YMCA.

Zanesville, Ohio, where a campaign against civic apathy led to opening of a new city park and a clean-up drive that won it the title of "Cleanest Town in America" in a nation-wide contest.

Brattleboro, Vermont, where virtually every civic organization helped achieve a new park financed by a war memorial fund and \$115,000 bond issue. The local women's club developed such an excel-

lent picnic area for the park it won an award in a Community Achievement Contest sponsored by the National Federation of Women's Clubs and Sears Roebuck Foundation.

Torrance, California, where model planning is meeting the needs of a population (31,834 in 1950) that has quadrupled in the last six years. Among other developments it is vigorously building new parks. (Torrance's solution to the problem of recruiting needed recreation personnel for its population influx is explained on page 106 of this issue.)

Oakland, California, where an extensive urban renewal program has greatly expanded park and recreation facilities.

Never a Corner so Remote . . .

Recreation is a basic need of even the most primitive society in the most remote corner of the globe. This is proven by the dance, drama, religious, arts and crafts activities presented during an extremely popular lecture-demonstration course, impressively entitled "Cross-Cultural Study of the Leisure Hours of Man in Remote Regions of the World," now being given by the Museum of Natural History, New York City.

This year the focus is on surviving aspects of ancient Oriental civilizations and continuing forms of primitive cultures. Ethnic dance specialists will perform dances from Japan and India as



well as Caribbean dances of African origin. Special museum films will show life and recreation in the remote reaches of the Amazon and among the Australian aborigines.

The course is conducted by C. Bruce Hunter, superintendent of the museum's adult program, with the help of many guest specialists during the fifteen two-hour sessions.

Wilderness Adventuring

Two private camp organizations offer unusual wilderness camping opportunities for youth:

A camping experience which thoroughly explores the wilderness sectors of America and offers opportunity for travel camping, sailing, mountaineering, hiking, pack trips, skiing and canoeing is the program offered each summer to boys and girls of high-school age by the Explorers' Caravan Trips. For further information write to: Dr. Richard E. Stultz, Director, Explorers' Caravan, 965 Lancaster Avenue, Syracuse 10, New York.

Rugged adventures into untouched areas are offered by The Trailsmen trips for boys of eleven through sixteen. In addition to trail journeys, these campers visit government projects, fire-towers, processing plants and similar agencies to learn more about the ways nature and civilization work together today. For further information write to: George Thompson, Trip Director, The Trailsmen, 2600 Willowbrook Drive, Cincinnati 37, Ohio.

To Fill the Gap

Oddly enough, an economic setback will mean increased recreation development in the Finger Lakes region of upper New York State. Forced to develop new resources and stimulate business because of loss created by drastic cutbacks at Sampson Air Force Base on Seneca Lake, officials of the area are studying a blueprint to develop the area as the "playground" of all New York State. The state commerce commissioner has called on business and civic groups in the area to help expand park facilities, clean up pollution in the lakes, improve the area's already superb fishing and preserve the beautiful old trees in the cities and villages and along highways. →

IBM in Recreation

The results of a new project initiated by the Springfield (Ohio) City Council will be interesting to watch. The names and addresses of participants in nineteen programs sponsored by the city recreation department were tabulated on IBM cards and a list of over 4,700 names and addresses was compiled. A letter to adults and parents of participating children will be sent . . . to make citizens more aware of the year-round recreation program. . . . People will be invited to offer their suggestions, criticisms and comments on the present program and future activities.

The alphabetical listing of names will give the recreation department the first complete check on the total number of different people who are reached by its recreation program. In addition to names and addresses, the IBM listing gives a code number designating the program in which that particular individual took part. As new persons join activities, these will be added to the present file. — *From Sounding Board*, Ohio Recreation Association.

High School Photo Contest

Both quantity and quality of entries received so far in this year's National High School Photographic Awards indicate that students are showing an increasing interest in photography. This year's contest, the twelfth such annual affair, will run through March 31, 1957. Any student attending daily a public, private, or parochial school (grades nine through twelve) is eligible to submit photographs. Judging will be done in four classes: (1) school activities; (2) people (outside of school); (3) pictorials; and (4) animals and pets.

As in previous years, a selection of winning photos will again be collected into a traveling exhibit available to schools on loan without charge.

School Building Expenditures

Building expenditures for new public schools will jump fifty-six per cent by 1966 predicts the building magazine *Architectural Forum* in its December issue. Current construction expenditures of \$2,500,000,000 will rise over the next ten years to an annual rate of \$3,900,000,000 in 1966, at which time "schools will probably just be starting

on another round of expansion."

Projections are based on a 1966 population estimate of 197,000,000 people, and a projected gross national product in the year of \$575,000,000,000 (in 1956 dollars).

In a Children's Hospital

A highly developed recreation program is carried on at the Children's Hospital in Cincinnati, Ohio. Staffed by six full-time workers, this program offers morning, afternoon and evening activities. In addition to three people trained in child development, two in elementary and art education, and a trained nurse-aid, some forty volunteers do two or three hours' work twice a week. A full-time librarian is in charge of the children's library, which has nearly 3,500 books.—*Child Study*, Winter 1956-57.



Bicycle Safety Plan

Three out of every four American youngsters between the ages of six and fifteen ride a bicycle; every nineteen minutes one of these youngsters is injured—and at least once a day one is killed—in collisions with automobiles.

To protect these youthful users of public streets and highways, the Association of Casualty and Surety Companies, at the request of state and municipal government officials throughout the nation, has announced the completion of a model plan for the organization and operation of a bicycle safety program—proper education, training and testing of bicycle riders and the inspection of bicycles to detect unsafe conditions—on a community level.

The plan is explained in a booklet entitled *A Community Bicycle Safety Program* for use in establishing community programs. Single copies are available

free of charge from the Accident Prevention Department, Association of Casualty and Surety Companies, 60 John Street, New York 38.

45,000 New Swimming Pools

An interesting recent *New York Times* news note stated: "The swimming pool industry expects to build 45,000 new units this year, a gain of thirty-six per cent over the 33,000 pools constructed in 1956.

"This prediction was made by Robert M. Hoffman, president of the National Swimming Pool Institute. He said that sales this year would rise to \$500,000,000 from the total of \$325,000,000 in 1956. The figure is based on construction of new pools, plus equipment for new and old pools.

"Almost two-thirds of the prospective 45,000 pools will be of the back-yard variety. . . ."

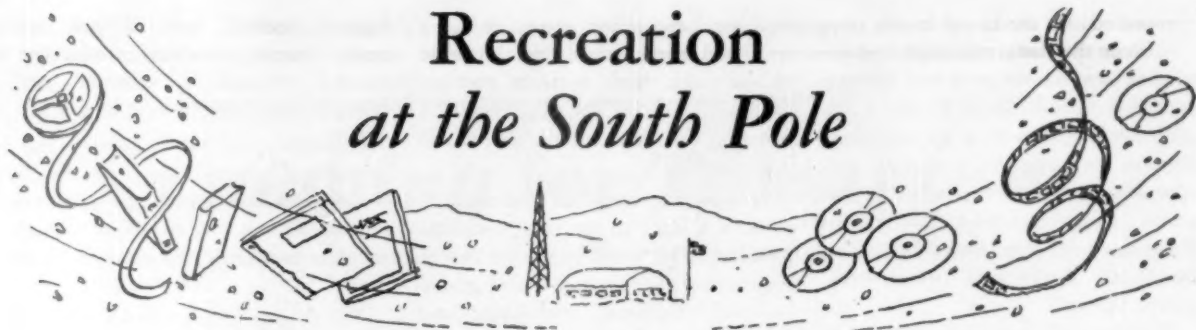
Bremerton Boating Facilities

Boating enthusiasts in Bremerton, Washington, (population 30,200) have a total of sixteen public boat launching areas on salt and fresh water within a twenty-mile radius of the heart of the city. This extensive network of public boating facilities is the result of cooperation between state and city governments, with the assistance of the Bremerton Boating Club and marine trade groups.

Pima Squares Off

More than 20,000 children and adults have learned square dancing during the past six years through Arizona's Pima County Parks and Recreation Department, which has cooperated with the Pima County Square Dance Committee in holding classes for beginners and intermediate devotees of this activity. Twelve Monday evening classes are held each fall, and another twelve-week course in the spring, for a total of twenty-four evenings of instruction each year. Since its inception in 1950, volunteer instructors have given a combined total of 6,912 hours of teaching. "Family Night" square dances, as well as instruction periods for children and adults, are also held year-round at several centers.—*From the Pima County Parks and Recreation Department General Report for 1956.* ■

Recreation at the South Pole



Are these things on *your* program for young adults, or service people?

Muriel McGann

OPERATION DEEPFREEZE is the Navy's name for the expedition now preparing to spend a winter in the Antarctic. The seven hundred men in Deepfreeze will be divided into seven groups, with some fourteen to two hundred men in each group. Once they have established their bases and the winter weather has closed in, each group will be completely isolated; no supplies can reach them and their only communication with each other will be via radio.

Morale—keeping the men at each base interested, alert and operating as a harmonious team—will be vitally important to the success of the expedition as a whole. The virus of boredom may be as potentially dangerous as virus pneumonia.

Since a task force wintering over in the Antarctic usually has an abundance of leisure time, the Navy Bureau of Personnel asked for suggestions from veterans of previous expeditions, as well as from the volunteers for Deepfreeze. What recreation materials should be included in the expedition's list of supplies and equipment? The resulting compilation has many interesting features. (It should be remembered that these were not the supplies actually approved for shipment, but the items requested by the members of the expedition or mentioned as worthy of consideration by others.)

Perhaps most noteworthy is the heavy emphasis on music. More than

one thousand albums and single records were requested by number and title, almost evenly divided between classical and popular selections, with a slight majority asking for popular and jazz numbers. Selections ranged from Caruso to Elvis Presley, and from *Götterdämmerung* to *My Fair Lady*. Also requested were recorded plays by Shakespeare, T. S. Eliot and Noel Coward, such reconstructions of history as *I Can Hear It Now*, and Bible readings, with those by Charles Laughton being mentioned specifically. Tape recordings were listed and the selections mentioned followed the same pattern of classical and popular music, songs associated with colleges or with religious worship, poetry and Bible readings.

The interest in music was by no means entirely passive. Fourteen instruments and lesson books to accompany them were listed, including drums, harmonica, accordion and electric organ.

Appreciation of the opportunity for learning was also apparent in the book list. Textbooks predominated, virtually all the books needed to offer a fairly comprehensive academic, business or vocational high school or college course being included. Among the texts mentioned were books on journalism and news reporting; psychology, sociology and criminology; languages, Japanese, Chinese, Russian and Portuguese; agriculture; auto mechanics and aeronautics; carpentry, masonry and welding; foremanship and supervision; salesmanship and advertising.

More than one hundred and fifty

books were specifically requested by title. They included adventure, detective and crime stories, biography, history, philosophy, and a wide variety of other interest areas. English and foreign language dictionaries were listed, as were an atlas, an almanac, the *Encyclopaedia Britannica*, a complete Shakespeare, and the Douay and Revised Standard Versions of the Bible. Comic books were requested, as well as books containing arrangements of music for male quartets and male choruses.

Periodicals were an important part of this reading list for long winter evenings. Sunday newspapers from New York, Los Angeles and New Orleans were mentioned, in addition to popular weeklies and monthlies such as *The Saturday Evening Post*, *The New Yorker*, *Reader's Digest*, and *National Geographic Magazine*; religious, sports and hobby magazines; service journals; how-to-do-it and crossword-puzzle magazines. The list also included the Sears Roebuck catalogue—although delivery service might pose a serious problem, even for Sears Roebuck!

Movies are too firmly entrenched in American life to be omitted, regardless of the distance to the nearest drive-in. More than one hundred and forty pictures were asked for by name. The majority were recent productions but the following movie classics also were mentioned: Lon Chaney in *The Phantom of the Opera*, Rudolph Valentino in *The Son of the Sheik*, as well as *Gone with the Wind*, *The Shape of Things to Come*, *Ninotchka* and *It Happened One Night*. Animated cartoons

MRS. MCGANN is a member of the NRA research staff.

rounded out the usual movie program.

Since the Antarctic continent is somewhat beyond the range of any existing television station, some of the group evidently hoped to keep up with their favorite programs by reviewing past episodes. Films of Sergeant Bilko programs, *Dragnet*, *Robert Montgomery Presents*, *The Way* and Christopher Movement productions were listed, among others.

Hobbies will flourish at the Deep-freeze bases if even a small percentage of the requested supplies can be transported to them. Among the types of equipment mentioned were: leather-working and lapidary kits; metal and woodworking tools; equipment for building and operating model planes, cars, boats and trains, including transformers and gas or electric motors; materials for oil and watercolor painting, and carving; equipment and instruction manuals for ham radio stations;

equipment for gunsmithing, fly tying and horticulture (the latter to consist of one cubic yard of sterile dirt per gardener, Vigoro, sun-lamp bulbs, a watering can, and lettuce, carrot and radish seed).

Less solitary forms of recreation also have a place in the ideal Antarctic program. Thirty-one games for two or more players were named—card games, carroms, dominoes, mah-jongg and Monopoly; and more active games, such as badminton, darts and Ping-pong. Pool and shuffleboard tables were mentioned, and the devotees of Lady Luck hoped to woo her with poker chips, dice, roulette wheels and pinball machines.

The amount of space to be made available for active sports at the bases was not specified, but some of the volunteers apparently had high hopes, for they requested equipment for archery,

baseball, football, golf, softball, and target shooting, in addition to boxing, handball, horseshoes, medicine ball, volleyball, weightlifting and wrestling.

Holidays were not forgotten. Supplies for Christmas and New Year's were listed, firecrackers and sparklers for July Fourth, and enough candles to decorate a cake for each man's birthday.

The average recreation director will never be faced with a supply problem in which an omission is irrevocable, but he may still be able to learn something from this list. If music, hobbies, sports, the acquisition of knowledge, and the other activities recommended or requested for Operation Deepfreeze could make life tolerable—perhaps even pleasant—in the desolate Antarctic winter, surely they should be part of the basic program in every recreation department. ■



Westward Ho!

"Westward Ho!" will be the cry in your camp this summer if you want some good fun and adventure in your program. We provided it by thinking up a covered-wagon trip.

Twenty dollars bought an unused hay wagon from a local farm. Our eleven- and twelve-year-olds cut saplings and soaked them in water to make them pliable. The nine- and ten-year-old group

cut saplings with forks in them to attach on the wagon to carry pots and pans. Our teen-agers went at the assembling with gusto. They lashed saplings to the wagon, cut up an old tent and covered the wagon. The wheels were removed and greased for action.

A nearby farm provided the horse, who promptly became a camp character. The excitement, when the trip started,

was tremendous. The wagon carried the supplies and sleeping bags, and the campers took turns riding in the wagon and hiking along behind it, pioneer style. The route was planned by staff members to take advantage of dirt and little used roads, and the campsite was close enough so the horse could be returned to the farmer until the group was ready for the return journey.

This trip was the first of several using the wagon, as each group became fascinated with the idea of a covered-wagon trek.

Though our camp program offers many kinds of trips, this one was unique in that it was carried out in our own neighborhood. Needless to say, it stimulated arts and crafts projects by the score, an interest in folk songs, an awareness of the camp's environment, and hours of preparatory program.

We dismantled the wagon at the end of the summer and plan to reassemble it with this year's campers. It will provide new adventures. Try it for yourself!—HARVEY G. SEGAL, program director, Camp Wekeela, Hartford, Maine. Alan Krigman, an MIT student, one of the counselors on the covered-wagon trip, took the photograph. ■

Camping for Tomorrow

PARENTS AND EDUCATORS today recognize the values of camping for children, and it is now an integral part of the programs of most youth-serving, education, and recreation agencies. This recognition is based, at least in part, on a belief that "the good camp can be one of the most significant of educational experiences—an experience that may profoundly effect the physical, mental, and emotional outlook of the child."

Needs for the Future

Acceptance of the values of camping imposes upon camping leaders the moral responsibility for continuing high standards of service and providing camping experience for the future in accordance with needs as they may develop.

Some of the needs for tomorrow's camps will not differ from those of today. Children will continue to need love, adventure, recognition, a sense of "belonging," achievement, self-expression, and physical activity—unchanging needs which are a part of the very core of life. Camps are ideally designed to meet these needs through their small groups, their favorable camper-counselor relationships, their twenty-four-hour-a-day and seven-day-a-week programs, their basic relationship to the out-of-doors, and their infinite variety of activities. Meeting these needs of children must always be their first responsibility.

Camping needs through the coming years will be affected, however, by external aspects of our changing world. One of the most important of these is the tremendous growth in population.

Experts are now predicting a population in America by 1975 of two hundred to two hundred and ten million persons. In recent years, camp attendance has been growing at a faster rate than has the population. We now have camp facilities and programs to provide for eleven or twelve per cent of our child population between the ages of eight and fourteen. Because of the growing place of camping in the life of youth, we may well need to provide camping for fifteen or twenty per cent of this age group by 1975. Considering this possibility in the face of the rising population, there is reason to believe that summer camps will need to expand by thirty or forty per cent during the next eighteen years.

Scarcity of Campsites. As population expands, it becomes

increasingly difficult to find desirable campsites which provide the acreage, isolation, and program possibilities needed in camp. Camp agencies will encounter increased competition for land from those who seek private vacation sites, from resort promoters, and from commercial enterprises of various kinds. Therefore camps anticipating expansion should secure land as soon as possible. Man's ingenuity cannot manufacture more of this basic resource.

One acre out of every ten in the United States today is under the auspices of government agencies. Camping authorities may have to depend increasingly on these public land-holding agencies for the use of park-forest land which they may lease for long or short-term camping.

Outdoor Education and Camping. Outdoor education is recognized as a problem of education to help people to learn to use outdoor resources wisely, to understand biological principles, and to act as intelligent citizens in determining policies on resource use. In the schools it may take the form of classes, experiences in camps, or it may involve use of the out-of-doors on field trips in science and conservation courses as a laboratory of instruction.

This will undoubtedly have an impact on organized camping. More children will, as a result of outdoor education, be interested in camping and better prepared for it; camping programs can be more easily oriented toward outdoor living and learning; leaders with outdoor-related skills will be more numerous; and the understanding of camping values will be more widespread.

Increased Regulations. For many years voluntary agencies and the American Camping Association have been in the process of developing and implementing camping standards. This has done much to improve camping practices. A recent grant from the Kellogg Foundation to the American Camping Association will make possible the improvement of the standards implementation program on a national basis.

State agencies, particularly boards of health, have in recent years greatly tightened regulations governing camp operations. About twenty-eight states now have regulations governing summer camps, and several states have a licensing system. There is every reason to believe, as years go by, that the regulation of camping by state agencies will be increased, and that parents will learn to evaluate camps in terms of their ability to meet standards.

Community Planning. Many communities are now exam-

MR. CARLSON is professor of recreation at the University of Indiana, Bloomington, Indiana.

ining their total camping picture in terms of facilities, costs, and community responsibility for providing camping services. Each should attempt to upgrade its camping program in the light of present standards.

In any community study, the adequacy of present camping services should be considered in terms of present usage. Facilities and areas should be analyzed in terms of the size of the camp population, the extent to which they meet health and safety standards, the program, the leadership, and the inclusion of all social segments of the community.

Camp population trends as well as trends in the community's child population should serve as a basis for determining future needs. Many communities and camping agencies will need to secure land and develop master plans even though actual facility development is postponed for many years. Consideration should be given to the increased interest of schools in outdoor education and to the phenomenal advances in the day camp field. Agencies holding public land, such as parks and forests, should be studied in terms of the extent to which they can be developed to serve camping needs.

Leadership. A major problem during recent years has been the difficulty in securing a sufficient number of mature, qualified leaders. It arises in part from the various other summer opportunities for students and teachers. Many

college students who would like to go to camp cannot afford to pass by other opportunities which offer higher incomes. The number of college courses in camping and the number of students taking such courses have increased vastly during recent years.

The New Leisure. Vacations, shorter working hours, high incomes, and mobility have changed the leisure-time pattern of the American people. The millions who now use our public and private lands attest to this fact. This leisure imposes a responsibility on camping leaders to teach the arts of leisure that are outdoor-related. Eighty-five per cent of our people are not producers of food and fibre but are consumers and users of the outdoor areas. Learning to use the outdoors wisely and to conserve our forests and wildlife unimpaired for future generations is a paramount concern.

Camps must prepare to offer experiences to children that will train them for leisure, particularly leisure related to the use and understanding of the out-of-doors. Nowhere else but in the good home do we find the favorable combination of circumstances for helping youth grow that we find in camp. Every child should have the opportunity—at least once—of attending a good camp. The competition of other activities for a child's time should never be allowed to crowd out the unique experience of camping. ■



CHILDREN LEARN tent pitching early, also how to use knife and hatchet, in Two Rivers, Wisconsin. Above, a group listens to Eugene Ertman, campcraft specialist. This is a part of a day-camp program inaugurated last year by Fred H. Reich, former local director of recreation who is now teaching recreation at Wisconsin State College at LaCrosse. "The primary aim of day camping," says Mr. Reich, "should be toward group experiences in which children live and learn together by playing and creating with the simple tools at hand and the natural gifts of God in the out-of-doors."

The highly successful program in the Two Rivers day camp at Point Beach State Forest stimulates nature appreci-

Nature Study in a Playground Day Camp

ation through a knowledge of and familiarity with many of its parts—trees, birds, insects, plant life, minerals, and so on. (Aids for such a program are available from the National Audubon Society, 1130 Fifth Avenue, New York 28.) Among specialists conducting last year's program were an ornithologist, nature and conservation authority; a geologist, and arts and crafts instructor; a campcraft, soils and conservation specialist; and a compass and nature games instructor.

The camp is under the leadership of the municipal recreation department, and each Thursday a different playground in Two Rivers takes more than seventy-five children to the camp by bus. Throughout the day, the children learn by seeing, finding, smelling, hearing, and feeling the handwork of nature. They may continue these interests on the playgrounds and in the recreation center under supervised leadership throughout the year. ■

Campsite Selection, Layout and Development



Three-story lodge, Camp Crystalair, Michigan. The lodge may include areas for recreation and dining, kitchen, food storage, lavatories, and space for offices.

Lewis C. Reimann

ONE of the most rapidly growing recreation - educational movements today is that of organized camping. Approximately thirteen thousand organized resident camps in the United States—and an almost countless number of day camps—cater to over four million children during the spring, summer and fall months. School camps which utilize some of these camp facilities during the school year, and are rapidly growing in number, add thousands more.

On the other hand, new campsites in the more populated areas of our country, are becoming fewer and fewer as well as more costly.

Selection of Campsites

This is dependent upon many factors — geographical location, type of program to be conducted, centralized or decentralized, type of organization

MR. REIMANN has had extensive camp experience and is now a professional camp consultant. He is the author of *Successful Camp Administration* (now out of print) and *The Success Camp*, which will be published soon by the University of Michigan Press.

or agency using it, number of campers to be housed, nearness of the site to the base of the agency and the area from which the majority of campers are drawn. Terrain in various areas of the country will vary. Price of the land is a factor. Certain basic needs must be considered.

The American Camping Association standards suggest one acre of land (owned or available) per camper. This is the ideal, although less than that amount of land is actually used. Large acreage makes for seclusion, a feeling of space, and protects the camp from intrusion by the public, and from the cottages, resorts and social hazards, such as taverns and commercial amusement places as may be nearby.

Long-range planning, including possible increase in size of the camp or division into two or more camp units, is urged. With lake, stream, ocean and mountain sites being rapidly pre-empted by summer homes and resorts, it is advisable to secure large enough acreage initially for any possible future development or expansion. To buy a small site with the hope or expectation of purchasing additional adjacent land at a later time when money is

available or the need arises, is often too costly or impossible.

A rolling terrain, with some level ground for recreation, a safe lake bottom and a wooded area make for a desirable site. The soil and land slope should ensure good drainage after rain, and adequate sewage disposal. An excess of light, sandy soil is undesirable, particularly on sloping ground. Hard clay soil results in mud after rain and poor seepage for sewage disposal. The ideal is a firm, sandy-clay mixture which will soak up moisture and grow grass for firm footing for the thousands of feet which will walk over it during the season.

Swampy or boggy areas near the center of the camp site should be avoided. Such wet places are breeding places for mosquitoes. Although swamps and bogs are often a rich source of insect and water life, leading to opportunities for nature study and collections, they should not be close to living quarters. With modern earth-moving equipment, swales, swamps and bogs can be filled easily, hillsides leveled, and dikes and dams thrown up, to alter the face of the camp and add usable ground at comparatively

small cost.

The presence of a forest tract on the campsite is desirable for shade, nature trails, tree identification, cover for wildlife and for beauty. Scattered clumps of bushes and trees add to the site's beauty and utility. Some directors prefer to let shrubbery and trees grow naturally and wild without attempting to prune or cut them. Others plan landscaping; nature trails; tree, flower, and shrub identification labeling; reforestation; and soil erosion prevention.

Sometimes prevailing winds are factors to be considered in the location of the camp site. A deep "pocket" in a valley or in a heavily wooded area can mean uncomfortable conditions in hot or humid weather. If possible, a location where prevailing winds will pass over and through the camp should be selected. Such winds will also help to reduce insect life such as mosquitoes.

A realistic appraisal of a possible campsite should be made, item by item, and considered in the final decision for purchase or rejection. The campsite appraisal form used by the Girl Scouts of America is very practical and may be obtained at local Girl Scout offices.

Laying Out the Campsite

The camp layout must provide for several buildings and recreation areas. The central area provides for the lodge which may include the dining hall, kitchen, food storage, toilet and lavatory facilities for the kitchen staff and dietician's office. The lodge may also include headquarters of the director, program director, business manager and camp secretary, unless a separate building can be provided. It should be in easy access to all parts of camp.

The location of sleeping quarters for campers, cabins or tents, should be on high ground—to afford good drainage—and preferably with a view of the lake, stream or an over-all view of the camp or countryside. Some shade for the sleeping quarters should be considered, but densely wooded areas should be avoided. The sun should reach the cabin or tent at some time during the day. Underbrush should be cleared away from the cabin several feet on all sides, to reduce mosquito population.

In a decentralized camp, sleeping accommodations are usually placed in several groups, for different ages, separate from each other, yet not too distant from the center of the camp, to enable campers, particularly younger ones, to walk to the dining hall and activity areas within a few minutes. Good drainage is also important in the placing of these units. Nearby swamps and swales should be avoided or filled.



Dining hall and kitchen, Brownlee type. Location of a wooded area in or nearby the camp provides natural beauty, nature trails, wildlife cover.

Careful attention must be given to the drainage of the total site, particularly where the major activities are carried on. Tile and drainage ditches to take off rain water quickly should be installed where low areas exist. Sandy soil will absorb moisture readily but a heavy clay soil requires well planned drainage. The advice of local or district health officials is often available for this purpose. No standing water should remain on the grounds for a long period of time.

Physical hazards, such as poisonous weeds, sharp drop-offs of terrain, roots, holes, pits, pools, and the like should be eliminated before the camp is used. Poison ivy and irritating weeds can be eradicated with modern chemical sprays. Overhanging dead limbs and decayed trees should be removed. Old rusty fences, cans, bottles and trash present hazards. Negligence on the part of the camp operator in regard to removable hazards can result in damage suits if campers or members of the public are injured.

The infirmary should be placed in

an isolated spot on the camp grounds, away from dust, noise and traffic, with good drainage and a good view.

An administration building to accommodate the business and program staff and camp headquarters should be placed where easily accessible to members of the staff and visitors as they come into camp, yet far enough from the sleeping quarters to avoid noises which might disturb the campers at

night. This building may include a room as a gathering place for counselors during time-off and free evening hours. This room should be restricted to staff members only to give them privacy from campers.

Program and activity areas are of great importance. All program facilities are dependent upon the type of camp operated. In camps which emphasize games and sports, recreation fields on flat grounds can include space for softball, volleyball, basketball, field games, tennis courts and other facilities such as those for horseshoes, box hockey, and tether tennis. They should occupy, if possible, a place in the camp layout, easily accessible for formal, informal and "pickup" games.

If handcraft is a major activity, a spacious, well-equipped building is required. This structure can provide mere shelter with open sides; but in areas where there is considerable change of temperature or rain, the building should be enclosed. Separate tables and benches for different kinds of crafts are desirable. Pottery mak-

ing, ceramics and lapidary should have a separate room or separate space. A room where materials are stored and dispensed should be partitioned from the main craft shop. Good lighting by means of large and numerous windows is necessary.

In a camp which emphasizes nature collections, a museum building, open on the sides or completely enclosed, is a valuable asset. This building is placed in the shade, in a spot at the edge of or just off the central camp area.

A central recreation building can provide space for dramatics, all-camp meetings, worship services and other large gatherings. (A raised stage with side entrances adds much to the interest in and good production of plays, stunts and music programs.) In the absence of a recreation building the dining room can be used for these activities.

Since swimming is one of the most important and popular activities and skills taught in summer camps, be it in a lake, stream or swimming pool, special attention should be paid to this facility. The swimming area should

caying matter, and have a gradual slope to deeper water, with no sudden drop-off. The beach adjacent to the swimming area should be cleared of brush, weeds, grass and other hazards.

While isolation from resorts and built-up areas is essential, the roads to the camp proper should be such that the camp can be reached easily by car. Some camps depend upon bus service to bring the campers into camp, or to a spot nearby from which they can be picked up and transported to the camp.

The entrance road to the camp should be carefully planned and maintained. There should be only one such road, and that plainly marked with signs directing visitors where to park. A parking area should be provided, with parking rules strictly enforced to keep cars and trucks from cutting up the grounds. It should not encroach upon the campgrounds proper and preferably should be somewhat removed from them but not so distant that visitors will have far to walk.

Only one road should lead to the rear service entrance of the lodge or kitchen

or shrubbery.

Should a caretaker's residence be provided, it should be a winterized building, located at or near the entrance road to enable the caretaker to control ingress or egress of visitors.

If the camp acreage is ample, outpost campsites for day trips or overnight camping on the camp property can be provided. These should be carefully planned to afford safety, comfort and sanitary facilities. Small wooded areas should be cleared of trees or brush for pitching of tents or erection of shelters, sleeping space, cooking and campfires in a shaded or semi-shaded spot. Such outpost sites should avoid large trees which can be a hazard because of falling branches, windfalls and lightning. The number of such outposts needed depends upon the number of campers and the degree of emphasis on outpost camping.

Should the acreage of the camp property be too small for such outpost sites, it is usually possible to provide for them on adjacent property or distant places, either on lakes, streams or other desirable spots. Such locations can be found by exploring the country around and making arrangements with the property owners by means of verbal agreements or leases at a nominal cost. With more and more emphasis being placed upon overnight and out-of-camp trips, outpost campsites should be provided early in the camp planning.

Once a desirable campsite with the above layout possibilities is found, the next problem is to arrange for purchase and financing. Since good campsites are becoming harder and harder to find, because suitable property has been largely pre-empted by summer cottage and resort expansion, financing the purchase of a site and erection of camp buildings plus adequate camping equipment remains the most difficult problem for both agency and private camp operators.

In the search for a desirable campsite the assistance of real estate agents, county agricultural agents and conservation officials may be helpful. The agency or private operator should spend considerable time in searching out such properties and comparing them, using the above yardsticks to appraise them in terms of camp use. ■



Cabins and dining hall, Camp Tanuga, Michigan, have picturesque lake-side location. Site provides plenty of level ground for outdoor recreation.

provide for safety, sanitary conditions, ample and separate areas for beginners, advanced swimmers, and for special instruction. The use of public beaches and areas adjacent to cottages and resorts should be avoided. Special attention to possible water pollution from streams and adjacent property should assure proper sanitary conditions. The lake or stream bottom should be clear of mud, muck and de-

and dining room where food and supplies are delivered. An ample turnaround, well gravelled, should be provided and plainly marked. No roads should cross the camp area.

If the camp is provided with a garage, repair shop and storage buildings, these should be off the immediate camp area, preferably near the road entrance. These buildings are best placed in a wooded section or masked off by trees

The Professional Role of the Camp Director

Hedley S. Dimock

THE CAMP DIRECTOR as chief executive or administrator of the camp enterprise carries a three-dimensional function—that of educator, administrator, and community organizer. Stated more directly, the camp director is an administrator of an educational enterprise that consists of a camp community. In this three-dimensional role he must possess, in balance, the philosophy and the arts of education, of administration, and of community organization. This balance is required between the philosophy and the arts or skills lest his conception of the “why” outrun his skill in performance or lest his techniques be unguided by sound principles and purpose. Since it can hardly be expected that this perfect blend is to be found in man or woman, it is the part of wisdom for the camp director to be aware of his own limitations in the light of the total functions to be performed and, in selecting his staff, to keep in mind the necessity of supplementing his knowledge and skill at certain points.

Personality

The personality of the administrator—and of the supervisor—significantly affects these processes in many ways. Stated in negative terms, it means that the processes of democracy in the camp are blocked if the camp director is authoritarian in his attitudes, regardless of what his philosophy may be; or the initiative and growth of the staff members are stymied if authority is too highly centralized in one person who satisfies his emotional needs by keeping others dependent upon him; or the camp community can hardly be free from tension and relaxed if the chief administrator is continuously under pressure and tension.

Perhaps the most basic personality qualification essential in the camp director is the ability to understand himself.

Administrative Skills

Among the more concrete elements of specialized knowledge and skill required by the camp director are the understanding and administering of the camp as a community of learning. Several of the important qualifications for this are: a skill in analyzing and directing the important factors in the camp community; an ability to deal with tensions and conflicts; an ability to provide experiences in camp that give an opportunity for initiative, creativeness, originality, resourcefulness, persistence, cooperation, dependability, honesty, leadership, and acceptance of responsibility.

Condensation of Chapter 16 of *Administration of the Modern Camp* by Hedley S. Dimock. Association Press, 291 Broadway, New York 7. 1948. Pp. 283. \$4.00. Reprinted with permission.

In the selection, training and supervision of staff the camp director must have the ability to: develop effective procedures for selecting and recruiting competent program personnel; plan and conduct pre-service training programs for program staff; plan and utilize in-service training and supervisory methods with staff; plan adequate ways for giving status and recognition to program staff as individuals and collectively; facilitate participation of staff in policy and program-making; prepare job analysis for each staff member, indicating responsibilities and relationships; provide for the personal and recreation needs of staff.

General Camp Administration

In performing his functions as general camp administrator, the camp director must know how to:

- Build an effective organizational structure to achieve basic purposes.
- Select personnel who can achieve basic camp purposes.
- Develop personnel policies that will develop loyal, efficient, and cooperative staff members.
- Develop a supervisory organization and program that will yield maximum results from all personnel.
- Recruit and select campers who can benefit from the camp experience.
- Interpret camping and his camp to the public.
- Evaluate the desirability of various campsites.
- Evaluate the desirability of various camp structures in view of need, costs, durability, and so on.
- Evaluate equipment needs and economic procurement.
- Administer the business operations of the camp, including the operation of a business office, a camper's bank, a store, and purchasing activities.
- Set up a record and reporting system — financial, program, health, personnel, and so on—and to devise a system of securing, organizing, and utilizing records and reports.
- Evaluate all aspects of camp operations to insure the achievement of camp objectives in as efficient and economical a manner as possible.

And he must also have knowledge of:

- The care of equipment, the most effective means of storage during the off season, and the making of inventories.
- How to construct a budget and secure conformity to it.
- Usual camp hazards and the most effective means for gaining protection through an effective yet economical insurance program.
- Organizations interested in camping and a skill in relating himself cooperatively with them.
- Legal aspects of camp operations and procedures for complying with legal requirements, including taxation, laws affecting workers, health, liability, licensing, and so on. ■



JUST OFF
THE PRESS

1957 EDITION

CAMP DIRECTORY

INFORMATION on 2500 camps—location; name and address of owner or operating organization; number, age and sex of campers; fees; facilities; program features.

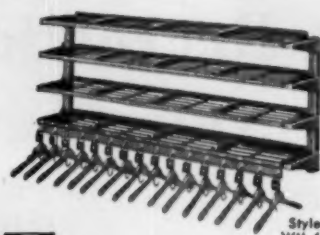
OF INTEREST and value to Recreation Workers, Youth Leaders, Students, Parents.

PRICED TO SELL AT COST

ONLY **50¢** PER COPY

American Camping Association

Bradford Woods
Martinsville, Indiana



Checker

WALL MOUNTED RACK

Hold More Wraps in Less Space. Standard in checkrooms. Also widely used as self-service racks in coffee shops, restaurants, meeting rooms—wherever people gather. Mount on any available wall space, even over floor obstructions, accommodate 4 or 5 persons per running foot. Provides each with a coat hanger and individual hat space. Keeps wraps aired, dry, "in-press." Come with or without numbers and checks. Strongly built of reinforced heavy gauge steel. Finished in baked enamel. 32", 42", 52" lengths. Mount independently or interlock to make continuous racks of any length.



Write for
Bulletin CK-515

VOGEL-PETERSON CO.

1127 West 37th Street • Chicago 9, Ill. nois

SPECIAL BONUS for Early Birds!

Place your summer order for at least \$25 . . . before April 1st, 1957 and get in on this special offer of:



SPECIAL MOX

Cowhide with rubber innersoles, soft soles, assorted colors

Sizes: small 9-13
medium 1-3
large 4-6

\$7.93

DOZ.

(Sample "SPECIAL MOX" \$1.00 ea. pr.)

This offer expires March 31, 1957. Sorry, we can not afford to have our regular freight allowance . . . as specified in our 1957 catalog . . . apply to this special offer of moccasins.

All orders for Special Moccasins post dated after March 31, 1957 will be sold at the regular price of \$1.25 ea. or \$10.00 per doz.

Write For FREE 1957 CATALOG of
HANDICRAFT SUPPLIES

CLEVELAND CRAFTS CO.

4705 Euclid Ave. CLEVELAND 3, OHIO
34 Elmwood Parkway (Elmwood Park)
CHICAGO 35, ILL.

HONOR YOUR PARTNER

Couple Dances

Square Dances

Rhythms

Play-Party Singing-Games Folk Dances

Instructional Records

GUARANTEED NOT TO BREAK
○
CHIP OR CRACK

Available on 78 RPM or LP (33 1/3 RPM)

Ed Durlacher's "Talk-Through; Walk-Through" System of Simplified Progressive Instruction, followed by the Complete Dance.

SQUARE DANCE ASSOCIATES
P.O. Box 644, Freeport, N. Y.

Mail coupon for FREE brochure on all Honor Your Partner Teaching Aids
SQUARE DANCE ASSOCIATES P.O. Box 644, Freeport, N. Y.

Gentlemen: Please send me free brochure of Honor Your Partner Teaching Aids,

Name _____
Address _____
City _____ Zone _____ State _____

A Recreation Development

William J. Duchaine

A 213-acre farm is converted into a recreation area for industrial employees.



Killbuck Park concessions-service building nears completion.



At top, small tots swing in absolute safety in nursery chair-type swing seats; below, pony rides are popular.

INDUSTRIAL recreation has assumed greater meaning for General Motors employees and their families in Anderson and Muncie, Indiana. Last July, the new 213-acre Killbuck Park was formally opened for the enjoyment of workers of the Delco-Remy and Guide Lamp Divisions. This picnic and recreation area marks a big step forward in the extensive, year-round activities program provided.

Originally purchased by the Delco-Remy Welfare Association in 1955, the century-old Gola Childes' Bethany Acres farm was renamed for the Killbuck Creek that flows diagonally through its scenic woods and fields. Killbuck Park fills a long-felt need. For years, employees often have had difficulty in finding suitable spots for plant and department picnics. Some had to be held at considerable distance from their homes. In contrast, the new park is only five and a half miles northeast of Anderson and sixteen miles west of Muncie.

Development of the park was begun under supervision of Purdue graduate J. A. Williams, plant maintenance engineer. Winding roads were built through the picturesque area. A thirty-eight-acre hardwood grove was cleared of thorn bushes and thicket to make an attractive site for picnic tables, grills, benches and children's playground equipment. A small pool was created near the entrance.

MR. DUCHAINE is public relations director of the American Playground Device Company, Anderson, Indiana.

A seventy by twenty-two-foot building, for concessions, restrooms and first-aid services, was erected at the edge of the picnic grove. In the former pasture area, on the other side of the building, are located softball diamonds, basketball courts, and other recreation facilities. The farm barn quarters ponies for the ride concession; and just back of the barn, an old gravel pit is converted into a rifle range.

An Anderson, Indiana, manufacturing firm* supplied and installed one-hundred streamlined picnic tables, fifty park benches and thirty-five picnic grills for the picnic area, and laid out two playground apparatus areas—one for pre-school and primary-age youngsters, the other for older children. The area for younger children has swings, equipped with chair-type nursery seats to give maximum security to the small tots, an all-steel slide with a twelve-foot chute, a merry-go-round capable of carrying twenty-five youngsters, a larger swing equipped with safety rubber seats, and a double primary castle tower, a very popular climbing structure. The area for the older children is equipped with two all-steel slides with twenty-foot chutes, a heavy-duty steel swing with belt-type safety seats, a deluxe merry-go-round capable of carrying forty children, a senior wave stride and a senior castle tower.

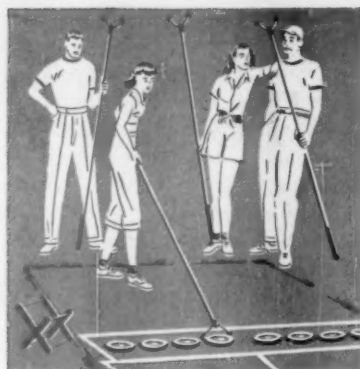
The games and sports area near the concessions building is equipped with official regulation basketball backstop units, horseshoe, volleyball, and table tennis facilities.

Shortly before Killbuck Park was formally opened, the Guide Lamp Division joined Delco-Remy in the family recreation venture. All employees and their families are eligible to use the new facility. Membership cards have been issued to all the workers and retired employees.

Physical development of the park is continuing under the direction of Mr. Williams. Recreation programs in the park have been assigned to Dale Shaffer, supervisor of recreation, who visualizes Killbuck's development as a community center for General Motors employees. "There are limitless possibilities in Killbuck Park," he says. "It's just the thing to bring employees and their families out to enjoy outdoor life together."

Employees have been quick to take advantage of Killbuck Park. In the first two months of operation, more than forty thousand men, women and children turned out to enjoy themselves in the cool wooded areas. ■

* The American Playground Device Company.



Shuffleboard Fun For Everyone!

From 8 to 80 here is exciting recreation for all ages . . . keen enjoyment for players and spectators.

Rugged, Dimco FreeGlide Shuffleboard sets are available for both outdoor and indoor installation.

Easy to install . . . low in upkeep!

Write today for colorful folder, "Let's Play Shuffleboard," containing complete information on court layout and equipment.

DIMCO-GRAY COMPANY

205 EAST SIXTH STREET
DAYTON 2, OHIO

FREE! THIS BIG ILLUSTRATED LEATHERCRAFT CATALOG

There is no finer source of materials for Leathercraft projects of all kinds . . . easy-to-assemble kits to enable beginners to make billfolds, gloves, purses, belts and other attractive items . . . top quality tooling and carving leathers for advanced craftsmen. Also complete line of Leathercraft tools, accessories, supplies and instruction books.

ATTENTION METALCRAFT HOBBYISTS

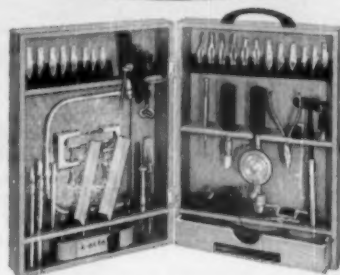
Here is a comprehensive illustrated catalog from which you can make your selection of aluminum and copper in sheets and shapes for many projects; copper, aluminum and brass foil for metal tooling; kilns, colors and kits for metal enameling; instruction books, tools and accessories for metalcraft of all kinds.

SEND TODAY FOR EITHER
OR BOTH FREE CATALOGS

J. C. LARSON CO.

820 S. TRIPP AVE., DEPT. 6305
CHICAGO 24, ILLINOIS

**x-acto® helps
students develop
skills...FAST!**



Above is the RECREATION DIRECTOR'S favorite "49'er" Hobby Chest containing full assortment of tools, knives and blades. Just a sample of the hundreds of handicraft kits, knives and tools illustrated in X-acto's Buying Guide. Only 25¢ a copy.

LATEST "HOW-TO" PROJECT BOOKS

Hobby Tools and How to Use Them 75¢
Indian Beadcraft 25¢
Suit Wire Art 25¢
Wood Whittling Projects. 25¢
Braiding and Weaving with PLEKON Plastic Lacing 25¢
*FREE with "49'er" chest.



X-ACTO, INC.
49-99 Van Dam Street
Long Island City 1, N. Y.

LOOP TENNIS CHAMPION OF PLAYGROUND GAMES

It's tops in popularity among all ages!

Biggest value for your money because of low cost, constant use, small space required, no hazards, tremendous appeal to skilled and unskilled alike, and both social and organic values.

ORDER YOUR SET TODAY!

D. R. M. LOOP TENNIS COMPANY, INC.

P. O. Box 481

Tallahassee, Florida

MORE THAN

100,000

U. S. SCHOOLS AND COLLEGES EACH YEAR SPECIFY

America's Finest Sports Equipment by

VOIT

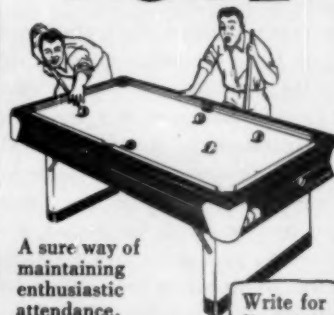
NEW YORK 11

DANVILLE, ILL. - LOS ANGELES 11

Program in the Doldrums?

Everybody loves to play
wholesome, action-packed

POOL



A sure way of
maintaining
enthusiastic
attendance.

(9 sizes up to 3½ x 7 ft.)

Write for
literature
today.

**SUPERIOR
FOLDING
POOL TABLES**

Superior
INDUSTRIES
CORPORATION

565 Barry Street • New York 59, N. Y.



The first crawfish! Critter life in any stream is unpredictable and exciting. Catching "firsts," damming water to make pools for small fish or just wading are thrilling activities.

Nature Tools

Introduction to nature the easy way and the fun way can lead to love of nature and more intensified study in later years.

Bettye Breaser

NATURE is one of the easiest subjects to present to campers, for it is all around them. However, directors are constantly faced with the problem of getting a good nature counselor who can inspire and interest youngsters. Rather than having one specialist in the field, it is better that all counselors, from the water-front instructor to the camp nurse, be aware of the never-ending challenge of on-the-spot nature.

One man, hired by a camp, presented an excellent unscheduled nature session to some happy campers when he discovered a small rabbit family while mowing a field. The children's delight in making their own bigger nest for imaginary play highlighted worthwhile creative activities as well as wildlife conservation.

Campers who dub a maple the "nose tree" are being exposed to good nature study, for their fun in wearing a split seed flyer on their nose is a fine first-hand experience in observation, and they will long remember the maple in this connection. Perhaps the name "crying tree" is a little far-fetched, but lucky are the youngsters with the counselor who points out the beechnut's teardrop shape. Long ago joys of youth in-

cluded such things as shooting a narrow-leaf plantain top and being able to blow a blade of grass. Children today, in spite of a life geared to television, radio and movies, are still happy to blow a dandelion's white top and test their chins with a buttercup to see if they like butter.

Conservation must start early with youth, for too many years have already passed with people destroying rather than enjoying nature. Diking a camp stream to make pools for small fish during dry spells has a two-way advantage: the preservation of flippers and an excellent water program for the campers. It's easy for children to dam a stream, and mud oozing up between the toes is an elixir unrivaled. Critter life in any stream is unpredictable and exciting, and there's an inexplicable thrill in catching the first frog, turtle, salamander or crawfish.

The common jewelweed or touch-me-not crowds many of our camp streams, but how many campers are ever told that the plant usually has bright red "toes" (roots), and that the leaves when submerged turn silver? How about the reed worms in those browning grass stalks when they want to fish? Digging worms isn't always easy, but there's bait under rocks and in the reeds for those who explore.

The young whittler who craves to carve his name on the nearest tree can be encouraged to do a bit of conservation with his knife. Replanting eroded stream banks with freshly cut willow shoots is an excellent nature program.

Encouraging children to see at all three levels is wise, for there's just as

much to enjoy in the vastness of the sky as on the ant level. To lie down in a field is to open up a new world to a camper. These minutes of viewing will offer a world of fantasy as the child sees cloud witches, animals, castles and imaginary characters floating above. There's still joy in pulling off the petals of the daisy to see if "he loves me, he loves me not," and a daisy wreath still tops the list of childhood crafts.



By a stretch of the imagination, a grove of trees can well become a camp's "castle." Through the shaded paths boys and girls can create a simple yet worthwhile enchanted trail. The counselor who stimulates this project by offering some cleverly posted signs is well on his way to a good nature project: "Step through this tree and make a wish!" can spark the first lap of such a trail, followed by a note on a stump that reads, "The magic throne—sit on it and your wish will come true!"

"This is the birds' opera house—listen!" will encourage silence near a thicket, with a notice further on suggesting that "The mitten tree (sassafras) grows close by—can you find any left-handed ones?" An arched grove of locust trees might suggest the "tunnel of the giants," and a tangle of honeysuckle the "home of the wicked witch!" All this is nature interwoven with crea-

MRS. BREASER is a member of the Pennsylvania section of the American Camping Association, and was chairman of the Downingtown Area In-Camp Nature Institute, 1956, a Comstock Society executive board member, and past president of the Professional Writers Club of Philadelphia. She has had twenty years camping experience, with eight years as a camp director.

tive play and offers any camp leader unending possibilities.

Assorted burrs that grow along wooded trails can be used for clever table decorations. With the addition of two small green leaves they assume shapes of insects to top ferns or flowers in a bouquet. The common May apple, arranged with twigs, can become a coy duck, peacock, or camp "happy bird."



Plays and stories dealing with nature are vital in a camp setting. Young actors are naturals when they are performing on a soft, wooded stage, and lessons learned are long remembered. The child who makes a helmet of red oak leaves will know the spine tips of the tree. He will long remember the music of the stream as he said his brief part in a play and the scent of the freshly cut spicebush as the backdrop.

Creative writing is a valuable tool for nature. Stories written about a tree, flower, shrub, or animal found in camp can well evolve into pantomime dramatics. Children are not always deft with the mechanics of writing, but a wise counselor jots down their thinking and catches their vivid imagination as stories are told.

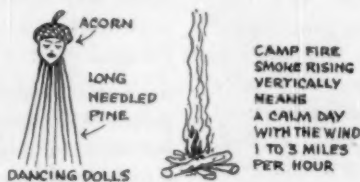
The reflection of blue sky on a Virginia creeper leaf may suggest the sky's looking glass to some campers, while a story of the magic umbrellas may come from knowing the May apple. Galls are intriguing, and some child may chance to write a story on how the elves place tiny "fried eggs" on maple leaves.

Counting age rings on a tree could

well suggest a story on the imaginary history of the tree. Did Indians ever camp beneath its shade, and what years suffered drought? The widest rings usually appear on the north side, or dampest portion of the tree, which brings into focus the subject of finding direction without a compass.

The trek from bunk to dining hall can well be a source of art supplies. Weed blossoms, grasses, old wood, earth and common berries are ideal for camp art work. Using a toothed paper, the children simply rub the colors from their findings to produce clever pictures from nature. This craft highlights ingenuity and stimulates observation.

All grasses are not the same. Why not make a booklet of the collection in camp? The graceful specimens, mounted on black construction paper and covered with a clear plastic film are long-lasting and educational. Dancing dolls from long-needled pines will keep many a young miss happy for hours. Pretty stones, mounted in plaster of Paris are unique paperweights to be taken home as a souvenir.



Campfires are also nature, for the direction of the smoke can well forecast the expected weather. By just listening, too, campers can tell if rain is due by the distant whistles. Their sense of smell is keen and the wise counselor is ever on the alert to recognize the ozone after a rain, the freshness of a woods in the morning and the fragrance of new mown hay.

The cracking of twigs and dry leaves

on a southern slope should be pointed out to campers to compare with the quiet spongy footing they experience on a northern hillside. Country children for decades have found pleasure in chewing sourgrass (wood sorrel), mint, spicebush, sassafras and the like, and there's still a big thrill in catching the large drop of nectar from the top of a honeysuckle blossom.

All campers should know the slippery inner bark of a willow twig, for whistle making was a craft of our forefathers. Dandelion stems make excellent curls when split and dropped in water. Violets and many other wild flowers explode their pods when ripe. Are these the "sharpshooters" of the woods? Nature materials are found in almost all camp settings, even in city parks. The "throw-aways" of nature, such as pods, seeds, shedding bark and leaves, are nature-craft materials to the counselor with imagination.

Campers should have time to watch the bees in a hollyhock and see the backward flight of a hummingbird as he leaves a blossom. They should catch fireflies and watch ants at work in their mounds. The feel of moist grass at sun-up should be theirs and their eyes should marvel at the panorama of color at sunset.

They should see their own reflection in a stream and the mirrored leaves overhead. The softness of moss should not be strange to young feet nor the powdery dust of a camp lane. Their hands should be stained with the juice of wild strawberries, and they should know the milky fluid that seeps from the stem of the milkweed. This is nature the easy way. Intensified study and identification will come in later years after appreciation and love of the out-of-doors has been well rooted in camp. ■

Know About These?

ON FILM:

• *Adventuring in the Handcrafts* (16mm, sound, color). Rental: \$4.25 for first day, half price for second. Girl Scouts of U.S.A., 155 East 44th Street, New York 17. Send request for loan of this film well in advance, give alternate dates. It's booked heavily.

• *Work Camp Slides* (43 slides, 35mm, color, titled *Work Learn Serve*). \$7.00 to buy; \$2.00 to rent, plus return postage and insurance. Send purchase orders to Miss Frances Malda, World Council of Churches Youth Department, 156 Fifth Avenue, New York 10. Send rental orders to United Student Christian Council, Ecumenical Voluntary Service Projects, 156 Fifth Avenue, New York 10.

IN PRINT:

• *Water Skiing For All* by Walter Prince. Greenberg: Publisher, 201 East 57th Street, New York 22. \$3.50. Covers fundamentals and points

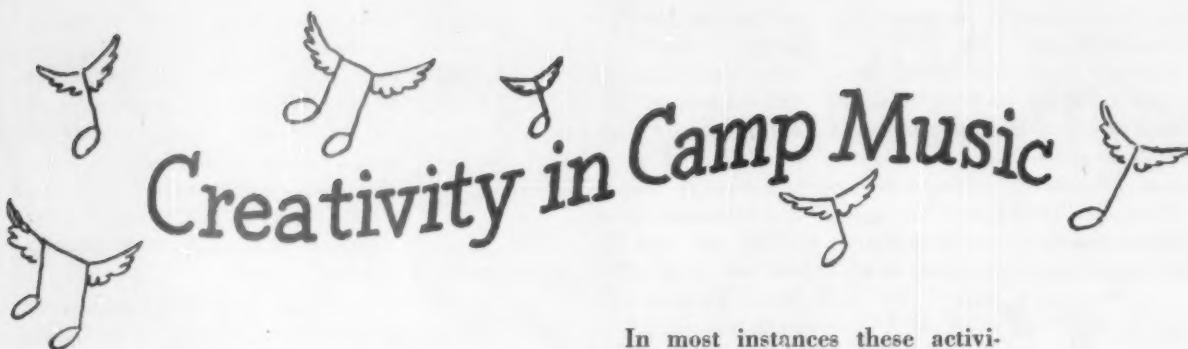
out methods of improving the skiing ability of those already riding the slats.

• *Plans for a Medium-Sized Ramp*. Douglas Fir Plywood Association, 1119 A Street, Tacoma 2, Washington. Free. Interested in building your own jump ramp? These plans give full construction details, number and size of bolts and screws, size and specifications of the lumber, and so on.

• *How to Forecast the Weather*. Louis D. Rubin, Box 8615, Richmond 26, Virginia. \$10. It's in color, and so inexpensive that every camper can have his own copy.

• *The Camp Nurse*. American Camping Association, Bradford Woods, Martinsville, Indiana. \$50. A statement on qualifications, duties, responsibilities and value of the nurse in the camping program.

Order from sources given.



Creativity in Camp Music

In most instances these activities originate informally and are followed through to their creative aspects by discerning leaders.

THE very nature of music as a rhythmic art makes it a natural outlet for creative expression. To a high degree music shares many characteristics in common with speech. Melody, as a succession of regulated sounds in time and pitch, readily expresses thoughts and feelings. In singing, music is combined with speech. Thus, like conversation, it can be shared spontaneously with others within a group. At the same time, in various ways music can release creative forces for well being within the individual. As a "universal language," it provides a natural starting point toward creativity in the camp. In all phases of the program, music can continue in its creative function. It combines easily with other activities and can provide a pleasant means of transition from one part of the camp program to another. At all times, music can function informally as a vital, creative contact among groups and individuals.

Objectives

In creative music the following objectives should be sought: to gain confidence through self-expression, develop appreciation of good music, encourage development of musical ability, experience a feeling of oneness within a group, develop appreciation of the heritage of people through their folk music, and provide resources for creative use of leisure.

Two Areas of Creative Music Activities

Two important areas in music which can be used effectively in creative experience are: the actual composing of music, making and playing of instruments, interpreting music through dance and other original forms, playing or singing of music already composed.

In all situations involving music, the most important consideration is the creative opportunity presented to the camper—how he may be freed from tensions or inhibitions to express himself freely. In the creation of original music, the quality of the music is secondary to what happens to the individual. Wherever possible, however, campers should be encouraged to appreciate music of good quality primarily

through the selection of good song material. This creative experience should be integrated whenever possible with appropriate phases of the camp program.

Use of Music to Stimulate Creativeness

The following projects in the musical program of a camp are offered as examples and not necessarily as patterns to follow. Note that in most of these instances the activity originated very informally and was carried out successfully because the leader recognized the potential creative aspect of the idea.

Songs that depict memorable events or highlights of program.—A group of girls composed the music for a log they had kept of a three-day primitive hike, and then presented it to the whole camp as a history of their experiences. They had actually composed a folk song of such high quality that it proved worthy of inclusion in the camp's folk-song library.

Songs composed as "take-offs" on situations or staff members.—Under careful guidance these songs may result in good use of satirical music. The director of a camp often makes a good subject.

This article is part of the findings of a workshop on creative activities held at Bradford Woods, Martinsville, Indiana, October 22-24, 1956, under the direction of A. Cooper Ballentine, chairman of the American Camping Association Committee on Program Services to Camps. Walter F. Anderson, director of music at Antioch College, was leader of the music group, and John A. Ledlie was coordinator of the three groups—creative music, creative drama and creative arts and crafts. The report is not generally available. It will be expanded and refined at seven regional workshops in 1957, and may then be published by American Camping Association. This section is used by permission.

Rearranging camp songs.—Descants to one-part songs may be written. Harmony may be developed for small portions of songs. Changes in tempo are another form of experimentation.

In one case, one line of a song was sung differently, but in harmony, by a group of older girls. Not only did their rearrangement become standard, but other groups began adding their own improvisations to other standard songs.

Composition of "club" songs.—In a camp organized on a "club" basis, composing of club songs (although group spirit or group unity was their primary purpose) provided a creative experience. After completing the words of a song, one club had difficulty in composing the music. The counselor finally gave each camper one of the lines and asked him to provide a melody for that line only. Since it was difficult for the entire club to learn all of these melodies within a limited time, the group decided to present the song with each boy singing his own line.

Composing music for ceremony or pageant purposes.—The closing ceremony of one camp has become traditionally a program which tells the history of the council fire. Only the basic theme is traditional; songs and skits are planned anew each year by campers.

Construction by campers of their own musical instruments.

Pantomime to portray the message or meaning of songs.—When they realized that the "donkey" in the song "Donkey Riding" was erroneously thought of as an animal, some campers divided themselves into two groups, one singing the song, the other pantomiming the real meaning of the donkey—a small engine used to pull boats through a canal.

Use of the autoharp for background music for melodramatic skits. Any chord or chords may be played and will sound musically satisfying.

A favorite evening program—an across-the-lake-sing.—A girls' unit invites a boys' unit to participate. The girls locate themselves across the lake from the boys. Both groups build fires and exchange songs. This provides a good situation for the presentation of original songs.

Camp worship services—a wonderful opportunity for creativity.—An all-camper choir sang a selection in which the original words, written by a camper, were set to the music of a favorite hymn. Campers composed words for choral readings. Expressing the meanings effectively was also a creative experience.

Dramatization of the poem "Creation," by James Weldon Johnson, through dance, with a background of music selected by the campers, proved a stimulating experience for both participants and audience.

Music for vesper services was selected by campers to express their feelings. In a vesper service, crayons and paper were given to campers as they came into the chapel. As music was played to convey a feeling, the campers, if stimulated, expressed their interpretation by drawings. In another vesper service the campers expressed through song the history of the camp area as told to them by an old native.

Providing security for the individual through creative

leisure relaxation.—An attractive listening corner was set aside where individuals or groups could come and use records at their leisure.

Opportunities have been provided for individuals and small groups to use their special musical talents before the entire camp during meals or as part of special programs.

When community singing is used as a creative activity, much depends upon the leader and his goals for the group. Moods can be set through singing the proper songs at the proper time. Standards of music can be raised and a spirit of fun maintained when singing starts at an existing level of appreciation and progresses gradually to a better type of folk and other music.

Groups of older campers may sing with or without accompaniment while strolling among camp units after taps. Instrumental music alone may be used in this same way. The same idea can be used in the morning as the group wakes up. In some camps, if it seems best, a recording of the proper type of music may be used in these same types of situations.

Encouraging campers to interpret music in dance and to originate dances based on their own experience.—Indian dances may be improvised.

Mexican rhythms were interpreted by campers, each in costume, forming a circle, facing out. They sat with knees up and heads down in typically Mexican fashion. Each had a small instrument such as a gourd and sandpaper block. The leader at the side had a large drum which he beat in a steady, four-beat meter. Each camper in turn played a rhythm on his instrument, then got up and interpreted his own rhythm in a dance movement.

Creating dances to folk tunes may include interpreting tunes in the form of square dances. Begin by using simple tunes, such as "Turkey in the Straw" and "Pop Goes the Weasel."

The same procedures used in modern dance may also be used in synchronized swimming, horseback riding, games, and field events.

Realization of potentialities for spontaneity.—Singing may be encouraged while campers are watching the sunset or sunrise, working on craft projects, cleaning the dining hall, relaxing during interim or gap periods. These occasions also provide unique learning situations since spontaneity in learning appeals to youth and is an important phase in the creative aspects of music.

Training the Staff

Use of a tape recorder to record examples of the foregoing types of programs is of great value in staff training, both in developing proper climate and evaluating creative programming.

Stimulation of Creativity

Creative experiences like those already mentioned will take place only if a climate (mood or atmosphere) conducive to such experiences is established and maintained. These are some of the factors that make such a climate possible: ➡

- The camp director must accept the concept that the creative process is more important than the level of performance.
- Because of the informality of the creative process, the camp director needs to develop specific goals of creativity in music which he or she keeps continually emphasizing with the staff in pre-camp training and in all training sessions during the entire camp season.
- A counselor must have some grasp of the individual characteristics of each camper in his group and a sympathetic rapport with each one if at any given moment he is to influence spontaneous expression.
- Whether leadership in music is provided by a specialist or by resources within the general staff, such direction should be expressed in setting a mood rather than by giving authoritative direction.
- The counselor in charge of the music program needs to know how to work through the staff, since this method is more likely to be conducive to and productive of a creative response than the direct approach of a specialist.
- Special abilities of both campers and staff need to be recognized as the potential stimulus for an informal music situation.
- In order to stimulate spontaneity, a counselor must have an appreciation not only of a "proper climate" (including program flexibility) but also an appreciation of the role that "readiness" plays in the motivation of campers. ■

Next Month!

Recreation

Magazine

ANNUAL
PLAYGROUND
ISSUE



"The Choice of Those Who Play The Game"

The MacGregor Co. • Cincinnati 32, Ohio
FOOTBALL • BASEBALL • BASKETBALL • GOLF • TENNIS



FLAG CEREMONY

Flag ceremonies are always an impressive part of the camp program; and at least one ceremony—either colors or retreat—should be held every day in camp. The responsibility for these ceremonies should be rotated among camp units.

The unit in charge of the ceremony selects five campers to serve as color guard. One camper is designated as color bearer and wears a red sash over the right shoulder, tied with a square knot under the left arm. The color guards wear red sashes around their waists, tied at the left side. If the flag is unusually large, six or even eight campers may make up the color guard.

The entire camp proceeds in a single line and forms a horseshoe around the flagpole. The color bearer and guards then proceed through the open end of the horseshoe to a position in front of the flagpole and remain facing the pole throughout the ceremony. There is absolute silence from the time the group begins to move forward into the horseshoe until it returns to the starting point. Since the color guards are the official custodians of the flag while they are wearing sashes they do not sing, speak, salute, or take part in the program.

The ceremony itself takes place while the flag is at the top of the pole. During a color ceremony the flag is raised first and then the program takes place; during retreat the opposite is true—the program is first and the flag lowering is last. The program may be varied according to the wishes of the group planning it, but it should consist of the Pledge of Allegiance, some patriotic thought in poetry or song, and group singing.

The color guards salute during the color ceremony immediately after they have raised the flag into position and the bearer has returned to his original position in front of the pole. At retreat the group making up the guard salutes the flag after taking position and before the flag is lowered. The camp group in the horseshoe salutes the colors from the time the first snap is fastened until the flag reaches the top of the pole. At retreat the group holds its salute from the time the flag starts its descent until the final snap has been loosened.

In the process of raising or lowering the flag, the color bearer steps forward first, followed by the two color guards immediately behind him. These two guards take their places to the right and left of the bearer and are responsible for seeing that the flag flies free on raising and never touches the ground when being lowered. One guard may assist the bearer in fastening or loosening the snaps on the rope.

In folding the flag the guard folds it lengthwise in half; then lengthwise again in half. The blue field is folded underneath toward the outside and nearest the flagpole. The last couple (farthest from the pole) begins folding the flag with triangle folds; the other two guards place their hands under the flag to steady it.

After the flag has been folded, one of the forward guards takes the flag and places it in the outstretched arms of the bearer, with the point toward the bearer. After this guard has resumed position, all guards take one step outward and turn to face the center. The color bearer does an about-face, walks between the aisle of facing guards. The first couple then turns and follows the bearer, the second follows, until all have left formation. The entire horseshoe then turns and leaves the circle.—IRENE R. KIRCHNER, Rochester, Pennsylvania, Girl Scout camp leader.



The Campfire

S. Theodore Woal



Programs should be carefully planned, for what happens in the glow of the evening campfire makes a deep, lasting impression on young minds.

Probably the two programs most enjoyed and longest remembered by campers are the aquatic and the campfire programs. The former are usually under the care of a carefully selected waterfront staff. The latter is everybody's business.

The combination of a fire and the darkness of night is irresistible, but when a well-planned campfire program is added, the event becomes one of the most valuable assets to the camp—and to the camper. This outline covers the major points in planning. Each camp leader will, of course, fill it in to suit the needs and the interests of his camp group or unit.

CAMPERS always look forward to campfire programs with enthusiasm. They are real adventures—something different and exciting, with a certain primitive atmosphere of feeling safe and protected by fire and companions from the dangers of the night.

Campfire programs may be of many types and used on many occasions. Usually they fall into three major types: the weekly campfire, each one planned around a different theme; the ceremonial campfire; and the social events campfire.

The function of the counselor in the planning, development and execution of a campfire is to guide camper planning along constructive lines and to coordinate camper suggestions and and thought into a cohesive experience in group living.

In planning a campfire program, the following aspects must be considered:

1. The objectives.
2. Developing the program of events and activities.

MR. WOAL teaches at the John Paul Jones Junior High School in Philadelphia. His article is based on his experiences at Camp Airy, Thurmont, Maryland.

3. Preparing the campfire site.
4. Obtaining properties and supplies.
5. Organizing the participants.
6. Notifying and briefing the audience.
7. Evaluating the effectiveness of the experience.

The Objectives—The leader must analyze these, both for the campers as individuals and the campers as a collective unit. What is the desirable outcome of the campfire experience? What type of theme will fit best into the objectives?

Developing the Program of Events and Activities—The leader must provide for the selection of the type of campfire program. Is it one of a weekly series, a ceremonial, a program mainly for fun and sociability? The selection should be by democratic action on the part of the bunk, unit or other group of campers. They should have ample time and opportunity to suggest and develop ideas, with final approval given by the majority.

In working with campers, the leader should keep in mind, for discussion when necessary, such questions as:

- Does the type of campfire program lend itself to camper participation in its development and execution?

- Can materials and supplies required be obtained, constructed or assembled?
- Does the final decision represent the will of the majority?
- Who is going to do the required chores?
- Can the proposed program be prepared adequately in the time available?

The selection and development of events and activities for the campfire should be a cooperative project. The function of the counselor is to guide campers in developing each phase of the program and to coordinate their efforts (offer suggestions and assist). Perhaps a program committee should be selected and specifically charged with development of the program; or, the program may be agreed upon after full camper discussion and assignments then made by the camper selected to "head up" the campfire. Give the campers plenty of opportunity to voice opinions, make suggestions and, in general, participate in selection and building of the program.

Once the general theme and the types of events and activities have been decided upon, the campers should work out a written outline. The next step is to select specific games, skits, stunts, and so forth, and to develop them, constructing any necessary props or equipment. They should then request assistance from many other departments or specialists, such as music or dramatics, asking for such help sufficiently in advance. They are then ready for tryouts, coaching and rehearsals, if necessary.

Preparing the Campfire Site — The campers, or their chosen representa-

tive, should select the site of the campfire, investigate its location, decide on its suitability and check with the camp administration as to its availability for the time and use decided upon. They should also select an alternate site to be used in case of inclement weather and also check its availability with administration.

The chosen area must be cleaned and arranged for the program. Campers should be responsible for the wood, fireplace, matches, seating space, water to extinguish the fire, and for clean-up after the program. Campers should be chosen for these responsibilities by the group and should be briefed by the leader.

Obtaining Properties and Supplies—The campers should choose a committee responsible for such jobs as making or borrowing any necessary props or equipment, such as wigs, drums, costumes; requisitioning refreshments at least forty-eight hours in advance; selecting and providing any awards or prizes, if required. The committee should accomplish these chores through the accepted camp channels.

Organizing the Participants — The campers should "run the show." The

leader's job is to guide and advise. A well-planned program can be a flop if not well-organized and adequately rehearsed. All props and supplies should be on hand and the participants given a last-minute briefing just previous to the campfire.

Notifying and Briefing the Audience—The "audience," whether all or part of the camp, should be notified in advance by announcements, posters, runners, or other means just when and where to assemble; what to wear (sweater, if cold, raincoat if damp); and special costume required by the type of campfire program, such as face mask or other adornment; directions for entering the area; directions for seating and for dismissal; instructions for applause if any special type is required by the theme; and instructions for the distribution of refreshments. Leaders should be on hand to assist in seating the campers, and participate as part of the audience.

Evaluating the Effectiveness of the Experience—The campers, after the campfire is over and before details are forgotten, should discuss the event, raising such questions as:

Did the program provide something

of interest to everyone? Was it too long? Too short? What went over best? Why? Anything "flopped"? Why? If it could be done over, what changes should be made?

The leaders, in evaluating the program should consider such questions as: Did the program represent a truly democratic project? Did it develop any new skills? Did all the participants accept their responsibilities? What did they learn in the way of planning and organizing? Was the program content fresh and imaginative? Anything go wrong? Why? What could have been done better? What techniques might have been used to better advantage?

The leaders should always make a full, written report of such events, giving an outline of the program, types of activities, resources, and comments. These not only help in future planning, but also may prevent future duplication.

POSSIBLE THEMES FOR CAMPFIRES:

Cowboy, Indian, Old Timers, Pirate, Outer Space, Circus, Song Fest, Hobo, Patriotic, International, Gypsy, Camp Birthday, Magic, Worship, Tall Tales, Camp Life. Any one of these is capable of many variations and can include a wide variety of activities. ■

Woodfire and Candle-Light

Selections for the campfire or vesper ceremony*

RESOURCES

Be thankful for the task too great for you,
The plan that seems too large for you alone,
The need demanding better than your best
Which draws you humbly to the Father's throne.

For there the finite meets the Infinite
And human limitations melt away.
God's great reserve of kindling, conquering power
Is ours to draw from for the hardest day.

WHEN YOU LEAVE CAMP

The friendly little paths I know
Will miss your glad young feet;
The hillsides and the forests
The sound of laughter sweet;
The dancing waves upon the lake
Will miss canoe and sail;
All silent in the shadowed woods
Will be your well-worn trail

The singing birds will miss your songs,
The stars your wondering eyes;
The ever-changing sunsets
Your look of hushed surprise.
You leave behind the beauty
Of all the hills you trod,
But in your heart you take away
More lasting gifts of God.

A LEGACY TO A CAMPER

If I had power to make this will
I would bequeath to you
The child-like sense of wonder
To last the long years through.

Wonder—the gift of magic sight,
To see with eager eyes
Each miracle of beauty
In forest, lake and skies;

The scarlet flames of autumn,
The tender shades of spring,
The lunar moth unfolding
Her gossamer green wings;

The clear call of the hermit thrush,
The crescent moon swung low,
The sunset from a hilltop,
The firelight's ruddy glow.

A legacy of wonder!
Could you but guess its worth!
No other precious dower
Would so transform the earth.

Wonder enough to squander
On every glad surprise,
For every golden morning,
For every new emprise

* From Mary Edgar's book, *Woodfire and Candle-Light*, (now out of print). Reprinted with Miss Edgar's permission from *Canadian Camping*, December 1955.

If I had power to make this will,
I would bequeath to you
The child-like sense of wonder
To last the long years through.

Contests for a Woodsmen's Weekend



THESE SUGGESTIONS for outdoor activities for campers, whether weekend or longer, could form the basis of a fine active program for teen-agers and young adults. They assume a certain amount of training and experience in outdoor skills and could therefore be used as a climax to an outdoor camping program or trip into the woods. They were prepared by C. Ross McKenney, woodcraft advisor of the Dartmouth Outing Club, Hanover, New Hampshire for the *Outing Club Handbook* edited by Gunnar Peterson, George Williams College, Chicago, and are used with permission.

Fire Building

Simple Fire Building Technique. Contestants start with the same kind of wood, or wood they have chosen from the woodpile. At the signal they start kindling the fire in any way they wish as long as they use only wood, no paper. Each contestant has a can of soapy water and this is hung over fire wherever he wishes to place it. The one that boils over first wins.

Preparation of a Menu. Contestants choose wood from the woodpile. They can arrange the fireplace as they desire. At the signal the fire is lighted and a specified menu is prepared and served to the judges. The food must be cooked to satisfy them. Time decides the winner, providing the food is cooked properly.

Burning a String. At the signal contestants build a fire large enough to burn off a string stretched a given height above the fire.

Log Sawing

Logs especially prepared for the contest must be sawed in two. Both cross-cut and bucksaws may be used. First to saw through the log wins.

Fly and Bait Casting

Bait Casting. Standard bait casting rods are used with a silk casting line and one-ounce plugs. Events on water can be for distance and accuracy (casting into rings). Land events can be casting through rings thrown into the air, and at targets with bradded plugs.

Fly Casting. Events in distance and accuracy on water. Rods to weigh not over five and one-half ounces, nine feet in length. Line shall not be heavier than size C (American) backer line and shall not be spliced on any nearer than seventy feet from the end. No larger than size 6 hook shall be used and the leader must be no shorter than six feet.

Fly Tying. This event will be judged for quality alone. Contestants are permitted to use their own equipment and employ any method they desire.

Canoe Races

Single Canoe Race. One person to each canoe and he can take any position he desires (standing, sitting or kneeling). Contestants start at the signal, paddle around buoy and back to the starting point or finish line. Deliberate fouling disqualifies contestant. Points awarded for the best times turned in.

Double Race. Two persons to each canoe, taking any position they desire. Start at signal, paddle around buoy and back to finish line. Deliberate fouling disqualifies any contestant.

Four-Man Race. Four persons to each canoe. Any position desired. Start at signal, paddle around buoy and back to finish line.

Rescue Race. Two persons in each canoe. Start at signal. Somewhere along the course the signal is given at which time the contestant in the bow of each canoe has to jump clear of the canoe and then climb back into

it. Contestants then continue on to the finish line.

Exchange Race. Two persons in each canoe. Start at signal. Somewhere on the course a signal is given at which time both contestants in each canoe jump clear of canoe and into a predetermined opponent's canoe. Race is then continued to the finish line. Upsetting of canoes disqualifies contestants.

Portage Race. One person to each canoe. Start at signal and paddle to pre-determined point on shore, jump out, shoulder canoe and carry back to starting point. Place canoe in water again and paddle around buoy and back to finish line.

Canoe Tilting. Two persons in each canoe. Person in stern of each canoe may take any position desired but person in bow must stand on the gunwales of the canoe. Person in bow has a long pole with an appropriate rubber fixture attached to one end. Object of the contest is to force opponent into the water. Falling into the canoe is legal. Canoes should remain at least six feet apart.

Rescuing Canoe from Water. One person to each canoe. Upset canoes to be retrieved are placed by judges at certain locations on the lake or pond. At the signal, contestants paddle out to a specified canoe, place upset canoe across theirs and return to the finish line.

Miscellaneous

Archery. Deciding factors will be accuracy and distance.

Loading and Carrying Packboard. At the signal a specified load for all packboards must be lashed on securely. Contestant then carries it approximately two hundred yards with the one reaching the finish line first with his load still securely tied being the winner.

Knapsack Race. A loaded knapsack is picked up and shoulder straps adjusted in place at the signal. Contestant then carries it approximately two hundred yards.

Note: In all events the judges' decisions will be final in regard to poor sportsmanship, rowdiness, fouling and scoring. ■



One of the fastest growing sports today, water skiing is high on the list of the activities recommended for developing physical fitness and muscular coordination.

Guideposts for

Important information about one of today's most thrilling and popular sports—in camp or out.

Harold M. Gore

WATER SKIING is believed to have had its origin twenty-five years ago among French ski troops who developed this new type of recreation by turning their snow ski abilities to the water. Now more and more snow skiers are following the same process of evolution. At first the sport was reserved for those who owned a speedboat with a powerful inboard motor. In recent years the low-cost outboard motor has all but wiped out financial barriers and brought water skiing within easy reach of the average income. Since so many youngsters are turning to the thrills of skimming across the water on a pair of wooden boards, we should plan to include this new sport in the aquatic program.

Water skiing is not difficult and does not require exceptional athletic ability. Almost anyone can learn to do it well enough to have fun. The fundamentals can be learned in a matter of hours.

HAROLD M. GORE is a member of the National Committee on Health and Safety, Boy Scouts of America, and director of Camp Najerog, Wilmington, Vermont. His article is reprinted from the bulletin Health and Safety, and used by permission of the Boy Scouts of America.

In many camps, waterfront leaders can readily set up a safe water skiing program if the methods are carefully explained to them. Here are the basic standards for this activity.

Two Types of Training Needed

Training a boy to ski is only half the training problem. Water skiing is tied in with and dependent upon outboard boating, and a program of outboard boatmanship must be offered in addition to training in skiing. This should include practice in safe boat handling, training in rules of the water road, and practice in courtesy afloat.

Water skiing should conform to all regular waterfront requirements. Every skier should be a strong swimmer and should be at home in, on, and under the water.

Boats and Motors

Two very important safety factors enter the picture at this point: (1) the selection of the proper boat and motor and (2) the teamwork developed between a trained outboard motorboat operator and the water skier.

An ideal outboard hull is probably a fourteen-foot runabout with a wide transom, about fifty-four inches. Water skiers can skim along behind such a

boat powered with a seven-and-a-half-to ten-horsepower motor and work up a speed of from fifteen to twenty or more miles per hour. A wide stern is necessary. Towing a skier around a sharp turn can make steering difficult and boat balance unstable if the stern is narrow.

It is important to match boats and motors for best performance. If the motor is too small, it won't pull the skier up out of the water. Even worse, if the motor is too large for the hull, the boat will be overpowered. That means danger and plenty of trouble afloat. Boats certified by the Outboard Boating Club of America carry a plate stating the recommended maximum horsepower.

Proper towrope attachments are important. Lifting handles and motor clamps should not be used. Towropes should be attached to eyebolts installed on the transom.

Many boats have capsized when towing a skier in a tight turn. There should be at least one life jacket or cushion for every person on board. Other essentials in the boat include oars or paddles, ample lines, whistle or horn, first-aid kit, a knife, fire extinguisher, extra shear pins for motor, extra plugs, and a tool kit.

Safe Water Skiing

A Good Boatman

The water skier's partner in good skiing teamwork is the boat driver. We go along with those folks who feel that the boat driver is ninety per cent of safe skiing! The water skier's safety may depend on how well the boat is handled.

There should always be two men in the boat: a driver to operate the boat and look ahead so that he can steer the boat and skier away from possible danger spots and an observer to watch the skier and give orders to the driver.

The Skier's Equipment

The equipment for water skiing includes skis, binding, and towrope. The outboard-style ski is recommended for beginners. These are usually about six feet long and seven inches wide. Bindings are usually made of a flexible material like gum rubber, so that they will give way in case of a fall and prevent ankle injuries. Towropes are from sixty to seventy-five feet and have a towbar attached.

The use of life vests or jackets is recommended for beginning skiers and is advisable for skiing on larger bodies of water or under unusual conditions such as cold water or rough weather.

Getting Started

Basic skiing can be learned in a very few lessons. It's important to get started correctly and not develop any bad habits in form. Points to remember: keep the knees bent, arms straight, and have the weight balanced directly over the feet, while in a half-crouch position.

Start off with a little practice ashore. Dry-land exercise is used to teach proper position and balance and to get the "feel." Then try actual starts in the water.

When the skier is in the water and ready, the towboat starts at idling speed until the towrope is extended to its full length. The driver doesn't "hit it" (apply full throttle) until the rope is taut, he can see the skier's tips, and the skier

has indicated that he is ready to go. It's a real partnership between the skier and driver!

When the skier is "up" on the water, power should be eased off as signaled by the skier—"thumbs up" meaning more speed, "thumbs down," less speed. Wide-arc turns are preferable. If a short turn is necessary, the driver should be sure the skier is not going to be on the inside of the turn. If the skier is outside the wake on the left (port) side, don't turn left too sharply until he has returned to the wake. If he is on the inside he will sink because of lack of speed and, unless he lets go, will have the towrope pulled from his hands when the line finally straightens out.

The boat driver must steer the skier away from all objects such as docks and sea walls and give other boats and obstacles a wide berth. He must avoid swimmers.

When recovering a fallen skier, cut speed immediately to determine if he is entangled in rope, then return quickly, coming up at idling speed, and make a half circle around him. This will bring the towline directly into his hands. Kill the motor when taking a skier into the boat, as he may slip and get hit by the prop. An idling boat in neutral is not safe.

In the take-off the skier puts on his skis in about two or three feet of water, grabs the towbar, and then raises the tips of his skis above the water as a signal to the driver to start the boat. When the boat starts to pull, the skier should allow it to pull him up slowly to a standing position. It's important that the driver give the skier a fast but steady pull. The skier does not pull up with his arms! Keep the arms straight at the take-off and let the boat do the pulling.

Code of the Safe Water Skier

- Learn to be a strong swimmer before attempting to water ski.

- Equipment should always be tested before skiing.

- When starting, don't yell "hit it" until your ski tips are up and the rope is taut.

- Stay away from docks, sea walls, boats, and swimmers. Skiers seldom get hurt from hitting the water, but usually from striking solid objects.

- Watch the water ahead. Skier must not depend on driver to keep him from dangerous objects.

- Be thoughtful of the rights of swimmers, boatmen, and fishermen.

- On falling: Recover skis, as they will keep you afloat.

Raise hand quickly to signal boat driver.

If in a congested area raise a ski so other boats can see you.

Release the handle when falling backwards.

Avoid falling forward into the rope.

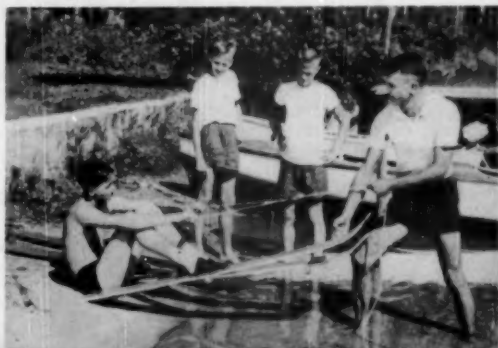
- Never wrap the towrope around the body.

- Be very careful with the rope. Getting it tangled on take-off, or pulling up on it so that you have slack while skiing, could lead to trouble.

- When landing, run parallel to shore, come in slowly, and release towbar a safe distance from shore. Do not land in swimming areas.

- Don't ski in shallow water. Avoid excessive speed. Ski progressively—the skier should never try stunts for which he does not have the basic skill. ■

Training begins on land. Early steps include ways of putting on skis, holding the tow handle, weight balance, the starting position and kinds of take-offs.



How To Do It!

by *Frank A. Staples*

BONE CARVING

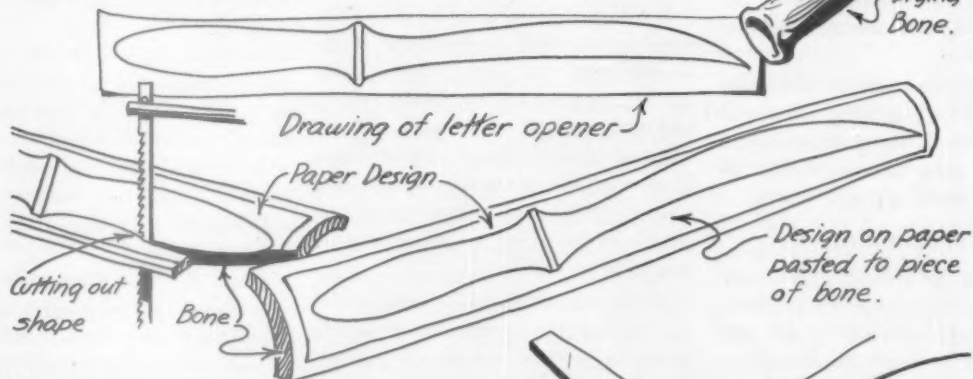


MATERIALS

Shin Bone of Beef or any other solid bone~
Files; round, half-round, flat and triangular~
Hack Saw, Coping Saw and Pumice.

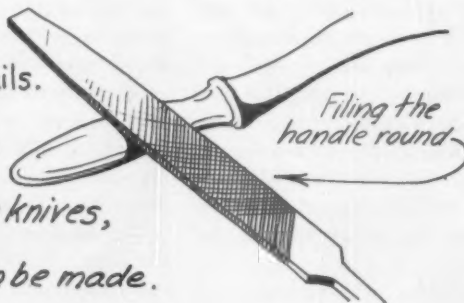
METHOD

1. Boil bone to remove all foreign matter - Dry thoroughly.
Note: Hanging bone in sunshine for a few days helps to bleach it.
2. Make drawing of object (*actual size*) - Paste on bone.
3. Cut out shape using hacksaw or coping saw.



4. File bone to form shapes and details.
5. Polish bone with pumice and water.

Note: Buttons, buckles, pins, paper knives, tie slides, dress ornaments, etc. can be made.

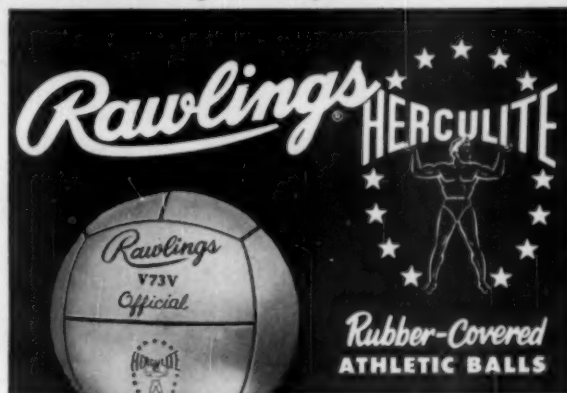


INEXPENSIVE NATURE MATERIALS FOR CRAFTS

Material	Treatment	Projects
Corn Husks	Allow to dry, moisten as used, may be dyed.	Braids for mats, sandals, dolls, flowers, belts, stuffing for pillows, hooked mats.
Cattails	Gather in fall, allow to dry, moisten as used.	Weaving of mats, trays, dolls, toy ducks.
Rushes	Gather when full grown, allow to dry, moisten as used.	Woven mats, baskets.
Cattail Fluff	Gather when the heads begin to blow apart.	Stuffing for toys, good insulation.
Grasses	Allow to dry, moisten before using in weaving.	Woven mats, filling for mats, stuffing for toys, baskets.
Nuts	Gather when ripe, may be cut with a saw.	Neckerchief holders, pins, belts, bracelets, place cards, novelty items.
Shells	Clean thoroughly but gently, may be drilled.	Spoons, belts, bracelets, pins, earrings, novelty items.
Willow	For whistles, cut in spring.	Whistles, baskets, trays, framework for other weaving.
Clay	Amount of washing will depend upon purity, wash, allow to settle, remove water, may be fired and glazed.	All types of pottery items, figurines.
Twigs	Sort for size.	Necklaces, belts, bracelets.

Reprinted from *Parks and Recreation*, June 1953.

Superior By Every Comparison!



So sensationally better are they on every count—design, construction, quality, durability and play-ability—that Rawlings HERCULITE Rubber-Covered Athletic Balls have established a new high standard. They're in a class by themselves—they're...

"The Finest In The Field!"

• VOLLEY BALLS • BASKETBALLS
• SOCCER BALLS • FOOTBALLS

RAWLINGS SPORTING GOODS CO. • St. Louis • Los Angeles • Dallas • Chicago

Send for these 275 NEW activities!



Rollicking folk fun for everyone

☐ SINGING GAMES AND DANCES

DAVID S. McINTOSH

56 delightful singing games and singing dances, each with words, music, and instructions clear enough for beginners. Chosen for their gay simplicity and originality from the author's vast collection of Midwest Americana, and adapted for modern use. Special index suggests child and adult age groups for each activity. \$3.00



For pre-teen story time

☐ TREASURY OF AMERICAN INDIAN TALES

THEODORE WHITSON RESSLER

44 authentic, traditional and original stories from 27 tribes in all parts of the country. Each story "child-tested" for reading to ages 6 to 12. Character building Indian traits of courage, honesty and close family ties are stressed unobtrusively. \$3.95

For camps, playgrounds, all outdoor places

☐ CREATIVE CRAFTS FOR CAMPERS

CATHERINE T. HAMMETT
and CAROL M. HORROCKS



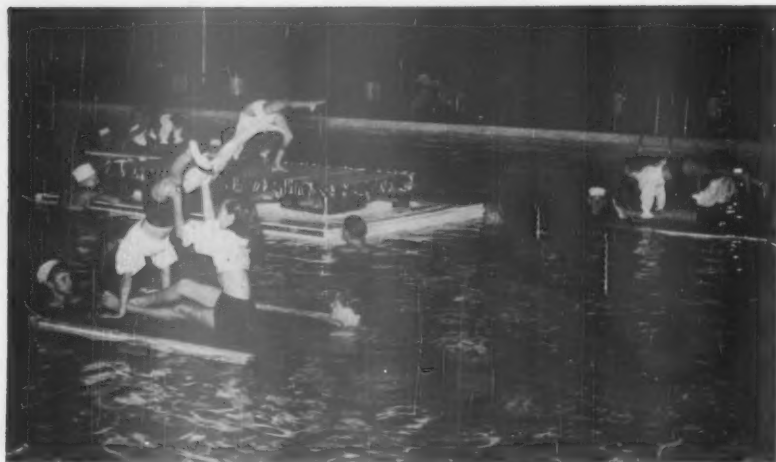
175 arts and crafts projects using forms and materials found outdoors to make articles correlating with other outdoor activities. Lucid text and numerous illustrations detail 100 of the projects step by step. Among the varied techniques included are:

Braiding and knotting	Weaving
Basketry	Sketching and painting
Ceramics	Printing and stenciling
Leatherwork	Whittling, woodcarving, and woodworking
Metalwork	

A special section tells how to relate these crafts projects to other activities: dramatics, music, nature study, games, sports, campcraft, bulletins, exhibits, favors and decorations for special events, etc. All projects are arranged progressively, and encourage handcrafters to explore and experiment. \$7.95

CHECK BOOKS ABOVE—CLIP AD—WRITE NAME AND ADDRESS IN MARGIN AND MAIL TO

ASSOCIATION PRESS - 291 Broadway, New York 7, N. Y.



Preparation for water dramas includes fun of learning, adds self-confidence in the water, ties in well with swimming instruction.



It's fun to share joy of water play; children love group activities.

Water Dramatics

for Young Swimmers

Betsy DuBois

CHILDREN like to share their joy in swimming; and it is good public relations for any camp or playground leader to let them do so, with an audience. The problem is to put on a production that both performers and watchers will enjoy — without taking too many hours away from regular swim instruction.

Water dramas can be the answer, either as a full-fledged production or to simplify an already traditional synchronized swimming display.

For example of the latter, a lively recorded number, such as a cowboy song, might be played while a dozen boys, ages seven and up, walk through shallow water with the rocking motion of a canter. In circle formation, they suddenly whip out water pistols and shoot up a fountain effect, or race off in a free-style cowboy-Indian chase in which the villains, once subdued, turn

over and scull meekly out of the area.

Even this brief sketch includes many elements of water-show dramatics—an action situation, appropriate music, gestures, and properties. In addition, the complete number may require costumes, even if just feather headbands for the Indians, or it may need scenery, preferably based around the natural features of the swimming area. How about an Indian lookout atop the life-guard tower, a life-ring lasso, or a tepee set by the water?

Certainly, this treatment slights the traditional grace and skill of water ballet; but how many girls below junior high school age can easily master a bent-knee dolphin, and how many boys even care to try? Yet they all like make-believe. If the program requires fewer rehearsals than a synchronized swimming program, it is so much the better.

Drama appeals to the audience, whether parents, townspeople, a neighborhood group, or your own camp or playground population. Only a fraction of those watching understand the

skill needed for a Catalina, a submarine, or even a precision crawl of ten swimmers in unison; but they like gestures and costumes — the obvious things.

They may know that a ballet kick is impressive, but they don't know the sculling practice needed to keep afloat those who execute it. Therefore, many programs have found the answer: eliminate the difficult, keep the obvious, and make up the difference with imagination!

Dependence more upon imagination than upon individual skills presents several advantages. First, it allows more participants. Large groups are impossible for complicated stroke patterns, but a recreation program in New Bremen, Ohio, incorporated a group of one hundred and twenty children in mass numbers. The show spotlighted what the children represented, not what they were doing. Second, rehearsal time is cut, leaving more time for swimming instruction. In a Marshall, Missouri, show, for instance, nobody had to practice arm movements. Each was

Miss DuBois is former waterfront director of Camp Manitou, Central Valley, New York. Her article is based on experience.

holding on to one of two strips of red cloth arranged to form a cross.

Practice is easier when the choreography follows the "story" on the record. The instructor needn't say, "Start your flutter kicks twenty-four counts after the music begins." He merely says, "Wait 'til the record sings 'I get a kick out of you.'"

A good tie-in with swimming instruction is a third advantage. Many skills of synchronized swimming are beyond and apart from those needed to pass Red Cross or other tests. Water dramatics makes simple learning fun. The handstand bow to the water-show king trains heads-down beginning divers. And a frog number, even legs only, can advance lessons on the breast stroke. There's no harm in letting the young tadpoles hold the side of the pool or even keep their hands on the bottom of the lake for a whole number.

In planning a water show,* the group can help out. First, choose a good story. "Theme" shows, with each number a different circus number or a different month, lack the suspense of narratives. The audience can keep abreast of a plot through a narrator, by mimeographed programs, or by its own knowledge of a familiar story. Recent or old musical plays, reduced to simple narration, have their own records. Fairy tales or Mother Goose rhymes appeal to younger groups; and folk tales make a novel program.

The theme may help in selecting records. For example, Camp Nicolet, Eagle River, Wisconsin, swam a Pinocchio number to "I've Got No Strings." But records are only one possibility. Participants can swim to singing, drumbeats, clapping, or the rhythm of a poem read over the microphone. The singers or clappers can easily blend into the number. Just put them in dryland versions of the swimmers' costumes; or include them in the action during entrances or exits.

The swimmers and their choreography highlight the show. Here water dramatics differs from ballet, in that song lyrics and theme guide its gestures. For example: sailor-dives for seamen; one salute per sidestroke for soldiers; a

pawing front crawl for horses; a straight-arm back crawl for windmills; and, in formations, a circular clock with two swimmers as moving "hands," or a circle expanding as someone outside it "blows up the balloon."

For special interest, fit regular water ballet stunts into your theme. Swimmers at Camp Manitou, Central Valley, New York, mastered a barrel roll; then a line of them rolled alternately left and right to form an inchworm.

Camp Talako, also in New York, built a whole number on a fisherman and mermaid story** of lovers separated because he cannot follow her under water. The two swam together throughout, but for every stunt (dolphin, surface dive, and so on) in which she went under water, he did a shallow version of the same thing, keeping his face above the surface.

The principle applies to even the loveliest numbers, as tried at Camp Hagan, Shawnee-on- Delaware, Pennsylvania. Swimmers duplicated the whirling motion of falling autumn leaves with a simple twisting foot-first surface dive.

Costumes perk up a water drama, as they do any other type; but for the easiest swimming, accessories are the limit. Bracelets can be wide tinfoil strips for an African slave, strings of bells for a reindeer, or gauze for a doctor. Head-dresses can range from the oilcloth hairbows of Little Bo Peep to the pipe-cleaner curls of the heroine in an all-boy show. Anything is fine as long as it is waterproof, simple, and stays on.

Scenery is too rare in water shows, but it's one of the best ways to involve the craft shop in the water program, and it makes performers feel practically professional. Most groups let one set tie together the whole show, since scene changes are just too much trouble. They use equipment at hand by wiring tree boughs to the top of pool ladders, leaning a cardboard storybook against the lifeguard tower, or setting at the water's edge, a canoe decorated as a pirate ship. To help vary choreography, the canoe moves right into the swimming area as

** There are many legends and versions of romance between a fisherman and a mermaid. One of the best known is Oscar Wilde's "Fisherman and His Soul" in his *Happy Prince and Other Fairy Tales*, published by G. P. Putnam's Sons, 210 Madison Avenue, New York 16. \$2.50.

floating scenery. Other pieces, from merry-go-round to sleigh, can bob on rubber life rings or boats. A float centers the action, and helps swimmers get a second wind inconspicuously.

"Props" make variety even easier. Hens pause to tread water, and move away leaving ping-pong ball eggs. Society ladies carry tin teacups, fling water from them, and toss them away; or a basketball team takes real shooting practice through the joined arms of a circle formation.

With stress on props especially, but using several elements of dramatics, one camp made the story of Hans Christian Andersen a top show. A group of beginners, feathers taped on their bathing caps, stood in shallow water. Elbows bent, they "flapped" their hands like good little swans; then they splashed a poor ugly duckling, grotesquely wrapped in an old Indian headdress of feathers. But the change came—he ducked under water and took off the ugly feathers. Weighting them on the bottom with a rock, he emerged a lovely swan. No trouble at all—since he'd earned the role by winning a breath-holding contest.

Thumbelina came next; and—as Hans painted a face on his thumb—the craft shop painted faces on the backs of white, inexpensive bathing caps. When Thumbelina grew to nine feet tall in the lyrics, so did the swimmers, by climbing backwards up ladders out of the water.

The finale? Water show drama at its height! Hans courted his girl, won her, and swam with her to the water's edge—between rows of well-wishers showing the happy couple with popcorn. ■

CREATIVE CRAFTS FOR CAMPERS

by

Catherine T. Hammett
and

Carol M. Horrocks

A fine crafts manual—plus correlation with dramatics, music, nature, campcraft—plus Indian and pioneer crafts, map-making, photography, camp newspaper, and many other practical sections.

448 pages

\$7.95

Order now from:

RECREATION BOOK CENTER

8 West Eighth Street, New York 11, N. Y.

NRA membership discounts will apply.

* Material on water games and carnivals can be found in *Aquafun*, an NRA publication. (P 172) \$.50.

P E R S O N N E L

RECRUITING

Marilyn Jensen

One town's solution of a serious shortage of trained recreation personnel.

Recruiting competent recreation personnel has ceased to be a serious problem in Torrance, California. After viewing methods used in industry and business, we decided to apply the same techniques to solve our own recruiting problem. With the influx of population locally, we have greatly needed more trained leaders to keep up with the rapid expansion of the recreation department.

Our Solution

In January 1956, recreation director Harry B. Van Bellehem discussed a leadership training program with school district officials. After several months, the recreation department came up with a plan that has proved very workable.

The answer has been to incorporate our leadership training program into an accredited high-school class during the summer session. I was given the assignment of preparing the course outline and supervising the training program. The outline was then studied and approved by the school board—the students to receive pay from the recreation department and credit from the school district during the sixty-hour training period.

Realizing that the end result would depend largely upon the instructor, the selection of this person was left to the discretion of the recreation department. The school board stipulated that the person selected must have a valid teaching certificate and that the final choice be agreeable to the school district.

The selection of students began as soon as the recreation department determined the approximate number of positions that could be filled by graduates of such a program. The schools

performed an invaluable service in the selection of possible participants. Through the high school counseling offices, students were screened on the basis of leadership activities, ability to work well with others, definite plans to enter college in the fall, and particular interest in recreation or related fields. The names of fifteen students from each school were then submitted to the recreation department, and they were encouraged to apply for a summer recreation position.

Twenty-six of the thirty students recommended by the schools applied for jobs. The recreation department then selected fifty per cent of this group by means of a final interview conducted by recreation personnel.

Course Outline. The main objective was to provide training in the techniques and activities involved in recreation leadership. The material covered included: a general perspective of the field of recreation; common playground problems and possible solutions; policies and practices in Torrance; characteristics of different age groups; leadership techniques including posture, use of a whistle, and vocabulary; games of low organization; types of tournaments; use of dramatics in the program.

The class periods served a dual purpose by providing a practical laboratory for experimenting with activities unfamiliar to class members, and discussion of on-the-job problems.

During the summer program, the school areas were staffed with an area director and one or two student leaders. These students assisted the directors in all phases of the program. They were not placed in complete responsibility.

Result. For the most part, our student leaders were excellent. They even surpassed, in many instances, some of our adult leaders who had been in the program for a number of years. The wealth

of knowledge these students had gained in class was so apparent to the older staff members that they requested such training classes for themselves. The caliber of the program was better, and the esprit de corps of the entire recreation leadership staff was so improved that there was little comparison with previous years. Half of the students employed during the summer continued as part-time winter employees.

The Future

This plan allows for future advancement as the personnel gain experience. Annual salary increases have been set up to enable the student leaders to progress systematically from a payrate of \$1.10 an hour as an entering college freshman to \$1.72 as a graduate.

The system of upgrading through promotion with attendant pay increases obligates the recreation department to select the most competent leaders. Release of others creates a constant demand for new trainees each year. As the program grows, additional classes for advanced student leaders will be included. School officials have been very favorably impressed with the program, and have indicated that they wish to see it expand. The program has not been a financial burden to the recreation department. The school district pays the salary of the instructor, and the small salary that the department has had to pay the leaders while attending classes has been more than justified by the improved program and staff morale.

We are proud of the work done with our high school graduates. The program is reaching our natural leaders—the ones who can be successful in recreation—and allows them to test a career in this field. When they make vocational decisions, there is a better than average chance that they will seriously consider recreation as a career. ■

MISS JENSEN is supervisor of women's and girls' activities for the Torrance, California, Recreation Department.



Easter IDEA Hunt

Many of the following Easter customs from other countries will suggest games, crafts, contests, and special events. Fit them into your Easter celebrations, use them as poster ideas and as springboards for your own imagination.

BULGARIA: The people come to the town squares at midnight. Each person brings a candle and at the stroke of midnight lights it. These Easter candles are taken back home and are kept throughout the year as protection against disease, storms, and so on. *Program adaptation:* A lovely outdoor ceremony.

GERMANY: Special little "rabbit gardens" are built by the children so the Easter bunny has a place to leave the eggs. *Program adaptations:* Pre-Easter egg hunt idea for children's craft projects; egg nest exhibit.

FINLAND: Boys and girls spank one another with pussywillows. The child spanked must give up an Easter egg. *Program adaptation:* Scene or tableau for a festival or pageant.

HOLLAND: Boys and girls on Easter Eve go about the streets with lanterns attached to long poles. Folk songs are sung as they parade through the streets. (Homes in Holland are often above shops, on the second floor. The poles are used so that the lanterns may be seen by the people upstairs!) *Program adaptation:* A new and interesting special event.

NORWAY: Children hide eggs for the adults to hunt. *Program adaptation:* A good switch from the usual pattern—why not try it?

PORTUGAL: People exchange colored paper cornucopias which are filled with almonds. *Program adaptation:* Idea for favors and decorations!

SWEDEN: Eggs are decorated with comical rhymes! *Program adaptation:* This will be fun! Give special decorated egg to the one with the funniest rhyme. Put the eggs on display. ■

NRA Program Aids, March-April 1956.

100% ALUMINUM TABLE TENNIS TABLE

FOR OUTDOOR AND INDOOR USE

Here at last is the Heavy-Duty Aluminum Table Tennis Table featuring Durability and Economy. Sturdily Constructed to Withstand Extreme Abuse from Play and Weather. Built to Last a Life-time.

- REGULATION BOUNCE AND CONSTRUCTION.
- ATTRACTIVELY FINISHED WITH GREEN ANODIZED NON-GLARE SURFACE.
- IN 2 SECTIONS—4 LEGS EACH SECTION. EASILY SEPARATED INTO 2 TABLES.
- WHEN SEPARATED HAS MANY USES.
- NO MAINTENANCE OR REPLACEMENT PROBLEMS.
- OUTLASTS WOODEN TABLES BY MANY YEARS.
- A TREMENDOUS SUCCESS IN COLLEGES, SCHOOLS, CAMPS, ETC.

ESPECIALLY DESIGNED & CONSTRUCTED FOR HEAVY-DUTY USE IN:

Outdoor and Indoor Recreation Centers, Playgrounds, Resorts, Clubs, Camps, Ocean-going Vessels, Etc.

FOR FULL DETAILS, WRITE:

ALL-METAL TENNIS TABLE CO.

760 GEORGE ST. — TEANECK, N. J.

COMMUNITY ORGANIZATION For RECREATION

GERALD B. FITZGERALD, University of Minnesota

Book discusses community recreation organization and program plans on the local, state, and national levels. Shows how community benefits by having responsible public recreation au-

thority in charge of recreation services. Emphasizes the importance of effective association between lay and professional leaders, outlining basic principles for all concerned. 352 pp. \$4.

RECREATION THROUGH MUSIC

CHARLES LEONHARD, University of Illinois

This practical book provides specific material for recreation and song leaders in the conduct of their singing, listening, and playing programs. Includes stimulating discussions on the various components of music, types

of compositions, and different musical styles. Helpful lists of recommended recordings, song books, and special recordings and songs for children.

30 ills., 160 pp.

\$3.25

• Popular books on the dance . . .

The Li'l Abner Official Square Dance Handbook

FRED LEIFER

Invaluable to recreation leaders and dance teachers this useful guide provides all necessary information on organizing a square dance. Presents basic steps and figures, calls, and mu-

sic scores for 26 dances. Selections of classified songs and country games including an annotated bibliography of 45 dance books. 157 ills., 127 pp. \$2.25

Walk Your Way to Better Dancing

LAWRENCE A. HOSTETLER

This profusely illustrated book presents a complete and logical method for teaching and learning ballroom dancing. Shows the many advantages of correct dancing and provides a visual picture of each step and com-

bination the student is learning. Presents the basic principles of leading and following and describes in detail the various dance rhythms. Rev. Ed.,

130 ills., 295 pp.

\$4.25

THE FOLK DANCE LIBRARY

Ann Schley Duggan, Texas State College for Women; Jeannette Schlotmann, Bernard College; Abbie Rutledge, Perdue University

The Teaching of Folk Dance
5 ills., 116 pp.

Folk Dances of Scandinavia
32 ills., 1 map, 21 musical scores,
118 pp.

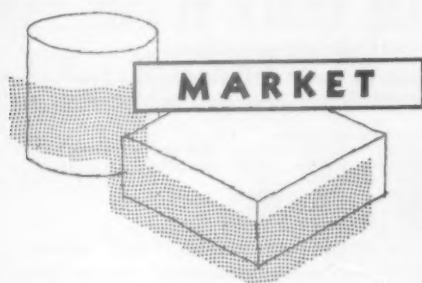
Folk Dances of European Countries
31 ills., 3 maps, 27 musical scores,
106 pp.

Folk Dances of the British Isles
26 ills., 1 map, 12 musical scores,
110 pp.

Folk Dances of the United States and Mexico 43 ills., 2 maps, 21 musical scores, 159 pp.
Each 8½ x 11. \$3.50

Send for complete price list in Sports, Physical Education, and Recreation

The Ronald Press Company • 15 E. 26th St., New York 10



MARKET

NEWS

If you are interested in any of these products, write directly to the manufacturer at the address given. PLEASE mention that you read about it on RECREATION magazine's Market News page.



◆ Tennis Wink is a variation of tiddlywinks played on a 15"x24" green felt court over a plastic net. The net clamps on to the court, and the serve-wink is attached to a nylon string at the center to prevent it from getting lost. Scoring is the same as in regulation tennis, singles and doubles. Transogram Com-

pany, 200 Fifth Avenue, New York 10.

◆ A new aluminum tee and yardage marker for golf, shotput, discus and javelin throwing is made of rugged, weatherproof cast aluminum with stenciled numerals. The markers have an integral spike and convenient finger grip for quick placement or removal from the ground and are well suited for use as markers wherever yardage is measured. Ball and Hale, 1526 Greenmount Avenue, Pittsburgh 16, Pennsylvania.



◆ A new water ski-tow rope, of irradiated polyethylene plastic, offers the advantage of greater strength, minimum stretch, and excellent floating quality, as well as being forever waterproof and longer lasting than other ropes. It should be useful to both beginners and professionals in water skiing. The ski-tow is seventy-five feet long, completely assembled with a secure splice and fastened to a splinter-free birch handle with "walled crown" non-slip knots. Those who make their own water ski-tows can purchase the rope without handle in eighty-foot length. Thomas Jackson and Son Company, Reading Pennsylvania.



◆ Space-Kite, a new high-flying cloth kite, is a controllable three-dimensional aeronautical flyer made entirely of tear-proof acetate cloth, precision sewed in red, yellow and blue. It is flown easily and can be made to climb, glide and

and zoom at will and will fly for hours on end. It requires no tail for stability. Earlier models have been used in U. S. weather research.

Two sizes are available: a 28"-high kite without string

and a 35"-high kite with 250 feet of kite cord. Extra cord is available in 250-foot balls. Alan-Whitney Company, 413 Chapel Street, New Haven 2, Connecticut.

◆ Squeezo is a felt-point marker that controls the flow of ink with a squeeze bottle which holds three-quarter ounce of water-color ink available in eight colors. The new water-color ink is for porous surface marking and does not strike through even the cheapest grade newsprint chart paper. It makes multiple-color art work easy and inexpensive. In tests with three- to six-year-olds it was found they could do much better coloring because the point stayed sharp (the ink comes off hands and clothes with a little soap and water). Marsh Stencil Machine Company, Felt-Point Pen Division, Belleville, Illinois.



◆ A new plastic float line, consisting of 1 3/4"x4 3/4" tubular floats strung continuously on a one-eighth-inch monel cable, is furnished complete with hook, spring, tension hook and other required fittings. Hemispherical soft plastic spacers are positioned between each float to provide extra flexibility and greater attractiveness. This continuous type line reduces turbulence and provides a high degree of safety because of great visibility and exceptional buoyancy. In addition, bare cable is not exposed at any point. The line is particularly suited for marking water recreation areas of all types, especially at camps.

The plastic floats are virtually indestructible, are unaffected by chlorine or salt water, will not swell or distort and will not accumulate algae. The color is part of the plastic itself, eliminating chipping or peeling and consequent refinishing. The monel cable will last indefinitely. J. H. Shepherd Son and Company, 1820 East Avenue, Elyria, Ohio.

◆ Fishermen can now apply shot to their lines in a twinkling with a new Shot-A-Matic dispenser. This handy little device holds a supply of 3/0 split-shot and all the fisherman has to do is dial a shot into position in a feeder slot, insert line in slot, press plunger—and presto, the job is done. The Shot-A-Matic is molded of transparent Eastman Tenite butyrate plastic and won't rust or shatter. Varco Products Company, 1015 Juniper Avenue, Boulder, Colorado.



Hospital Capsules

Beatrice H. Hill

• The Westchester County Recreation Commission, New York, and the National Recreation Association co-sponsored a one-day institute in White Plains, on February 5, on "Recreation for the Aged, Ill and Handicapped" (primarily those in nursing homes). Westchester County is working very progressively towards a closer relationship between the nursing home owner and the local recreation commission. The outcome will be a carefully formulated recreation plan, with trained volunteers under supervision of personnel indoctrinated in recreation.

• The National Association of Recreational Therapists will hold their annual hospital meeting in Chicago at the Hotel LaSalle, March 20-21. The topic will be "Recreational Care for the Mentally Ill and Mentally Retarded." There will be tours of Chicago hospitals, some very fine addresses by psychiatrists, panels on music, sports, games, clubs, parties, dancing, and special workshops in rhythm band and folk dancing.

• April 28-30, the Third Southern Regional Institute in Hospital Recreation will be held at the University of North Carolina in Chapel Hill. Conferences with doctors, workshops on supervision leadership, adaptation of activities and interpretation will be featured. For further information, write Harold V. Meyer, Box 1139, University of North Carolina, Chapel Hill.

• Teachers College, Columbia University, and the National Recreation Association are planning a conference in June, to consist of two two-week sessions, with or without a two-point credit each, for a University fee of fifty dollars. Preliminary plans indicate an intensive in-service course of training for those hospital recreation professionals who feel a need of expanding and improving the recreation services in their institutions. Emphasis will also be placed on methods and techniques of

the professional worker and of the potential college graduate.

There will be daily class lectures and demonstrations at the college as well as field work in an institution which matches the needs and interests of the student. Further information will be announced in this column at a later date.

• I wonder how many recreation leaders read the very fine article in the January 3 issue of *Life*, "The Age of Psychology in the U.S.," the first of a series by Ernest Hairmann? I call attention to it because it contains an upsetting aspect . . . a picture of the hospital team that treats a mental patient, with practically every department mentioned with the exception of recreation. Recreation in a mental hospital, as we know, is very important in the patient's daily care; and yet, in a national publication like this, we are still so little recognized professionally that we are not mentioned along with the other members of the hospital team.

• Another interesting article, in *The New York Times*, January 13, by Dr. Howard A. Rusk, in his regular Sunday column, tells us that today there are more general hospital beds than ever before; and since the Hill-Burton Hospital Survey and Construction Program started in 1948, the nation has gained 253,000 acceptable new ones . . . "In contrast to this improving picture in numbers and distribution of general hospital beds, the availability of chronic hospital, nursing home and rehabilitation beds has worsened. Studies . . . show we have only about half the nursing home beds needed and almost half of those we do have are not acceptable by state standards of health and safety. Hill-Burton inventories in mid-1956 showed an over-all need for 395,000 nursing home beds. There are now 218,000 such beds, of which 103,000 were not acceptable."

He also notes that, in the entire country, there are only twenty-eight comprehensive rehabilitation centers. He closes by commenting that, as the life-span continues to lengthen, the number of persons affected by chronic disease and physical disability will continue to mount. Thus, dynamic action must be taken for the care of this increasing hospital population. ■

MRS. HILL is the NRA consultant on hospital recreation.

Jamison PLAYGROUND EQUIPMENT

Be sure to check the many exclusive features of this rugged line. Write for free catalog of 254 items.

Jamison Manufacturing Co.
5741 South Mettler Street
Los Angeles 3, California

Since
1925

NATIONAL BASES



PRECISION
BUILT

QUALITY
GUARANTEED

Nationally
Preferred

Write for our new Base Catalog.

NATIONAL

Sports Company

370 N. MARQUETTE STREET

Fond du Lac, Wisconsin

Wear Your Golden Age Club Pin With
Pride Wherever You May Go



EXACT SIZE

The words LOVE, PLAY, LEARN, SERVE (greatest values of club membership) enameled in black. The border is a laurel wreath for honor. Safety catch.

Available Only to Authentic Clubs.

50c each, minimum order 10 pins.

James Spencer & Co. 22 N. 6th Street
Philadelphia 6, Pa.

IDEA BOOK ENAMEL ON COPPER



64 PAGES

Learn jewelry making; latest enameling processes and techniques from step-by-step illustrated instructions. Book lists many new copper items, complete supplies, tools & equipment. Send for your copy of this valuable reference book today! (It's FREE!)

THE COPPER SHOP

A Div. of Immerman & Sons • Dept. 170
2185 EAST 14th • CLEVELAND 13, OHIO

monroe FOLDING BANQUET TABLES

If you are on the Board of your Church, Lodge, Club, School, etc., you will be interested in this modern Folding Banquet Table.

AND
MONROE TRUCKS

Completely finished tops, resistant to most serving hazards. Used with or without table cloths.



Write for Table and Truck Catalog and special price discounts to institutions and organizations.

Monroe Co., 181 Church St., Coffey, Ia.

Books & Pamphlets Received

- ACT IT OUT, Bernice Wells Carlson. Abingdon Press, 810 Broadway, Nashville 2. Pp. 160. \$2.00.
- AND ON THE RIGHT (Guide to New York City). Jack Horn, 262 West End Avenue, New York 23. Pp. 140. Paper \$1.00.
- CREATIVE ART (Elementary Grades), Fran Trucksess. Fran Trucksess, P. O. Box 412, Boulder, Colorado. Pp. 105. Paper \$3.00.
- DANCE PRODUCTION, Gertrude Lippincott, Editor. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D.C. Pp. 102. Paper \$1.50.
- EASY WAYS TO EXPERT WOODWORKING, Robert Scharff. McGraw-Hill, 330 West 42nd Street, New York 36. Pp. 185. \$3.95.

INDEX OF ADVERTISERS

	PAGE
All-Metal Tennis Table Company	107
American Camping Association	89
American Playground Device Company	69
Association Press	103
Audio Equipment Company	Outside Back Cover
California State Personnel Board	69
Cleveland Crafts Company	89
The Copper Shop	109
D. M. R. Loop Tennis Company	91
Dimco-Gray Company	91
H. & R. Manufacturing Company	110
Hillerich & Bradsby	Inside Front Cover
Hillyard	65
Jamison Manufacturing Company	109
Jayfro Athletic Supply Company	69
J. C. Larson Company	91
The MacGregor Company	96
The Monroe Company	109
National Catholic Camping Association	Inside Front Cover
National Sports Company	109
Rawlings Sporting Goods Company	103
The Ronald Press	107
James Spencer & Company	109
Square Dance Associates	89
Superior Industries Corp.	91
Vogel-Peterson Company	89
Voit Rubber Corporation	91
X-acto, Inc.	91

FLOWER SHOW THEMES AND ARRANGEMENT CLASSES FOR DEVELOPING THEM, Dorothy Biddle. Hearthsides Press, 118 East 28th Street, New York 16. Pp. 64. \$1.95.

LEADERSHIP AND ROLE EXPECTATIONS, Ralph M. Stogdill, Ellis L. Scott, William E. Jaynes. Bureau of Business Research, Ohio State University, Columbus 10. Pp. 168. Paper \$2.00.

LEARN CHESS FROM THE MASTERS, Fred Reinfeld. Dover Publications, 920 Broadway, New York 10. Pp. 144. Paper \$1.00.

LET'S GIVE A SHOW, Bill and Sue Severn. Alfred A. Knopf, 501 Madison Avenue, New York 22. Pp. 178. \$2.50.

LIVING SAFELY, Roy Stewart. Burgess Publishing Company, 426 South Sixth Street, Minneapolis 15. Pp. 101. Paper \$3.00.

PSYCHOLOGY FOR LIVING, Eugene H. Sloane. Owl Press, Bay Ridge, Annapolis, Maryland. Pp. 136. \$3.00.

PUBLIC RELATIONS FOR SOCIAL AGENCIES, Harold P. Levy. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 208. \$3.50.

READING WITHOUT BOUNDARIES, Frances Lander Spain, Editor. New York Public Library, 42nd Street and Fifth Avenue, New York 36. Pp. 104. Paper \$1.00.

SCHOOL-COMMUNITY LEADERSHIP, Dorman G. Stout. William C. Brown Company, 215 West Ninth Street, Dubuque, Iowa. Pp. 141. Paper \$2.75.

SCHOOLS FOR THE NEW NEEDS: EDUCATIONAL, SOCIAL, ECONOMIC. F. W. Dodge Corporation, 119 West 40th Street, New York 18. Pp. 312. \$9.75.

SHORT SKIN DIVING COURSE, Joe Micek and Sherman Poska. Jewish Community Center, 101 North 20th Street, Omaha, Nebraska. Pp. 11. Free (enclose self-addressed 11"x8 1/2" envelope with six cents postage).

SOCIAL WORK YEAR BOOK—1957, Russell H. Kurtz, Editor. National Association of Social Workers, One Park Avenue, New York 16. Pp. 752. \$7.50.

URANIUM PROSPECTING, Hubert Lloyd Barnes. Dover Publications, 920 Broadway, New York 10. Pp. 117. Paper \$1.00.

WHY NOT WRITE? William Redgrave, Editor. Harian Publications 12 Broadway, Greenlawn, New York. Pp. 56. Paper \$1.00.

YOU AND MUSIC. Channing L. Bete Company, Box 506, Greenfield, Massachusetts. Pp. 15. \$15.

WHAT'S HAPPENING IN SCHOOL INTEGRATION? (#244), Harold C. Fleming and John Constable. Public Affairs Pamphlets 22 East 38th Street, New York 16. Pp. 20. \$25.

Magazine Articles

- ADULT LEADERSHIP, January 1957
Music in Adult Life, Max Kaplan.
The Development of Mature Individuals, John C. Whitehorn.
—, February 1957
The Mature Attitude, Edgar Z. Friedenberg.
- CAMPING MAGAZINE, January 1957
Camper-Centered Program, Thomas S. Cohn.
Counselor-Camper Relationships, A. T. Leonard and Fred van Hartesveldt.
The Value of Art in Camp, Dorothea R. Flood.
—, February 1957
Choosing Your Camp Naturalist, Alfred L. Hawkes.
The Story Teller at Camp, Arthur Lewis Zapel.
The Value of Co-Ed Camping, C. Owen and Catherine G. Greene.
- JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION, January 1957
A Play-Way to Fitness. George Van Bibber.
Role Playing Vitalizes Pre-Camp Training, J. Bertram Kessel.
- PARK MAINTENANCE, January 1957
Workrecreation.
- THE SATURDAY EVENING POST, February 2, 1957
He's Tough on Kids, Charles Price.
- UNDERSTANDING THE CHILD, January 1957
Values and Dangers of the Socio-gram, Arthur R. DeLong.

NEW AND IMPROVED

RYAN'S H. & R.

DRY LINE MARKERS

5 DIFFERENT MODELS

From 20# to 100# Capacity



Force Feed — Instant Shutoff — 50 lbs. capacity.
Shaker in Hopper for Constant Flow.
Adjustable Control on Handle.

SAVES TIME AND MATERIAL

Send to Dept. R for booklet on four other models
H. & R. MFG. CO., LOS ANGELES 34, CALIF.

JUNE

is

National Recreation Month



PUBLICATIONS

Covering the Leisure-time Field

So You're Gonna Ride a Bus

A Bus Program for the Day Camp

Jerry Witkovsky and Mort Schrag. Jewish Community Center Division, National Jewish Welfare Board, 145 East 32nd Street, New York 16. Pp. 19. \$.50.

This is a nineteen-page pamphlet, so unusual and so excellent that we felt it worth including here. Transportation to and from a day camp (or any other location), or during a trip or tour can be a headache; or it can be an integral, planned part of the recreation program. This pamphlet is filled with practical, imaginative ways of making the bus trip not only orderly and fun, but a valuable part of the child's experience.

Include it in your pre-camp, or pre-playground training courses. See that any leader who will be in charge of a bus full of youngsters, whether they're going to the day camp, the beach, the zoo, or what have you, gets a copy of this pamphlet. It's an excellent piece of work—and much needed.

The Ship of Peace

Elsie Denean Hunt. Pageant Press, 101 Fifth Avenue, New York 3. Pp. 178. \$3.00.

This is an entertaining personal account of family vacationing in a modern "covered wagon"—or trailer—which makes it possible for its owners to stop wherever they wish. The title refers to the peace of mind and relief from daily problems which can accompany such trips. There are incidents of humor and adventure mixed with philosophical observations.

Recreation and the Local Church*

Frances Clemens, Robert Tully, Edward Crill, Editors. Brethren Publishing House, Elgin, Illinois. Pp. 191. \$2.75.

Many books have been published in recent years about recreation, its administration, program activities, leadership, and so on; but few have been dedicated specifically to church recreation and its guiding principles. Now, the three editors of this book attempt to put the Christian faith and recreation together in such a way that each supplements the other. It is interesting that

this is still a needed service and that we must continually fortify ourselves against the taboos of our Puritan ancestors—who held that play is a sin.

This book was actually written by a recreation workshop group, sponsored by the Church of the Brethren in 1954, with the "editors" acting as its editorial committee. It presents a philosophy of church recreation and techniques of leadership practical for the church setting. It can act as guide and counsel to pastors as well as to group leaders. Specific program suggestions include ways to discover and develop better lay leaders, the place and use of recreation in all phases of the church-program, a developmental chart, and suggestions for age groups to guide leaders in the use of recreation, guidance and help on church buildings and facilities needed for fellowship and recreation purposes.

The Proof of the Pudding: What Children Read

Phyllis Fenner. John Day Company, 62 West 45th Street, New York 36. Pp. 246. \$3.95.

If you are interested in why and what children read, which books have withstood the test of years and meet children's interest, even in this age of television and other distractions, you'll smile over and thoroughly enjoy this book. The warmth of the author glows through every page. Her long experience as librarian in the Manhasset, New York, public schools has given her an insight into books that please youngsters. Her experiences and suggestions will be of great service to those personally or professionally interested in stimulating better reading habits among today's children. If you are ever in doubt as to what book to buy for what child, consult this book. When you do, however, you won't be able to put it down because it's such fun to read.

Water Skiing for All

Walter N. Prince. Greenberg: Publisher, 201 East 57th Street, New York 22. Pp. 205. \$3.50.

After you have read the article on water skiing in this issue (page 100),

* Available through the NRA Recreation Book Center, 8 West Eighth Street, New York 11.

you'll want to order this book. The author has been associated with ski schools from California to Florida and has instructed students from six to sixty years old.

This book is well-organized, well-illustrated, easy to read, and covers all phases of water skiing. Its method of organization lends itself to use as an instruction manual. Recreation departments and other youth-serving agencies will find the chapters on schools and tournaments very helpful in setting up such services.

How to Make Good Tape Recordings

C. J. LeBel. Audio Devices, Inc., 444 Madison Avenue, New York 22. Pp. 159. Paper \$1.50; cloth \$2.50.

This manual with its up-to-date information should be very helpful to anyone interested in making tape recordings; the authors of all sections are specialists. It is non-technical and easy to read, the text being made additionally clear by the use of diagrams.

Subjects such as how to select tape recorders, how to edit recordings, acoustically treat studios, and put together shows are covered by experienced people. The many uses of a tape recorder—such as making commentaries for movies, recording musical programs, teaching, improving staff speaking techniques, recording board or committee meetings, making sound effects, taking down commentaries by interested citizens for radio use, taping church services, and so on—are discussed.

In fact, the use of a recorder is as broad as the thinking of the individual using it.

It would be hard to get along without a tape recorder after one is in the habit of using it.—R. B. McClintock, Superintendent, Parks and Recreation, Omaha, Nebraska.

The Golfers Own Book

Dave Stanley and George G. Ross, Editors. Lantern Press, 257 Fourth Avenue, New York 10. Pp. 342. \$4.95.

This aptly titled book is, indeed, a jack pot of golf information. It includes, for instance, tips from experts on playing techniques, discussions of equipment and its care, information about places to play, clothes to wear, off-beat data, and a glossary of golf terms. It even devotes a section to golf fiction and humor. Among the experts who have contributed are: Bobby Jones, "On Stance and Swing"; the late Mildred (Babe) Zaharias, "Tee and Fairway Woods"; Cary Middlecoff, "The Swing"; Lealand Gustavson, "You and Your Caddy"; Joe Novak on "Putting and Approach Shots"; and others. ➡

Outdoor Horizons

Lawrence M. Brings, Editor. T. S. Denison & Company, 321 Fifth Avenue South, Minneapolis 15. Pp. 231. \$7.50.

This book covers all phases of wild-life and wilderness experiences and sport, with how-to-do-it information on hunting and fishing and interesting and important sidelights by experts and organizations such as the Audubon Society, National Wildlife Federation, U. S. Fish and Wildlife Service. It is illustrated with sketches, black and white photographs, and color reproductions of photos and paintings including a series by Roger E. Preuss.

American Mountain Songs

Compiled by Ethel Park Richardson, edited and arranged by Sigmund Spaeth. Greenberg: Publisher, 201 East 57th Street, New York 22. Pp. 120. \$3.50.

Everyone who loves folksongs will enjoy this collection. Many people have collected the English songs that are still found intact in our Southern moun-

tains, but this collection includes those originated in the American highlands.

The book is divided into four sections: ballads, lonesome and love tunes, spirituals, and nonsense songs. Very probably somewhere in it you'll find the song your grandmother sang when she rocked you to sleep.

Add this book to your collection of folksongs. You'll find songs that your choruses will enjoy and their audiences love.

Camp Reference and Buying Guide—1957

Galloway Publishing Company, 120 West Seventh Street, Plainfield, New Jersey. \$2.00.

Almost anyone who expects to have anything to do with operating or working in a camp will find value in the tenth anniversary edition of the *Camp Reference and Buying Guide* just out. Its more than one hundred and fifty pages are crammed with a wide variety of factual answers to questions likely to come up during a camping season.

The book is divided into sections on

business management, food and food service, health and safety, maintenance and development, and program. Each section is further subdivided to cover a wide range of activities. For example, the program section contains information on more than two hundred different craft projects, graded by age of camper, with a list of required materials. Also covered under program are photography, boat mooring methods, dimensions and diagrams of fields and courts for most popular camp sports, a checklist of sports supplies, riflery pointers, graded tests of camping skills, equipment for out-of-camp trips, camp movies, and so on. Other sections are similarly comprehensively covered.

Included also is a bibliography of over three hundred books in the field of camping; section on the American Camping Association, of which the *Camp Reference and Buying Guide* is an official publication; and the buying guide which lists hundreds of sources.

Flower Show Themes and Classes

Dorothy Biddle. Hearthstone Press, 118 East 28th Street, New York 16. Pp. 64. \$1.95.

Anyone who has visited a flower show, taken a course in flower arrangement or who hopes to promote flower shows and flower-arranging classes will find a tremendous amount of new, interesting and lovely ideas in this little 64-page book. It has ideas for table settings, arrangements and themes for holidays and anniversaries, and (most helpfully) ideas for themes suitable for juniors—those lucky children who are encouraged to become interested in flower arranging.

The author, as any garden club member can tell you, has been a leader in this field for twenty years. She is now garden club editor of *Popular Gardening* magazine, and co-author, with her daughter, of nine books.

True-To-Life Stories for Campers

Have you seen the attractive little "True-To-Life Series" of stories by R. W. Eschmeyer, published by Fisher-man Press, Oxford, Ohio? They're attractive, well-written, accurate, and inexpensive. The following titles are available from the publisher: *Al Alligator*, *Billy Bass*, *Bobby Bluegill*, *Charley Cottontail*, *Freddy Fox Squirrel*, *Mac Mallard*, *Tommy Trout*, *Bob White*, *Willie Whitetail*, and *Woody Woodcock*.

Each has been checked by experts. Campers will love them, and learn from them. Hard cover edition, \$1.00 each; paperback, \$.50. Use the former for the camp library, the latter for personal copies for campers.

Use *Recreation Magazine* CLASSIFIED ADVERTISING

If you want to publicize information about . . . **HELP WANTED** . . . **POSITIONS WANTED** . . . **SERVICES AVAILABLE** . . . **WORKSHOPS AND CONFERENCES** . . . **EDUCATIONAL OPPORTUNITIES** . . . **ITEMS FOR EXCHANGE**

HERE'S HOW:

1. Type—or clearly print—your message and the address to which you wish replies sent.
2. Underline any words you want to appear in boldface type.
3. Count the number of words in the message and the address: Count each group of numbers as one word (e.g., "856 East Fifth Street" or "Salary \$5,000 per year" would each count as four words).
Count boldface words separately.
4. Figure the cost of your ad: Words in regular type . . . \$15 each
Words in boldface type . . . 25 each
Minimum ad accepted \$3.00
5. Mail your copy with your remittance to Recreation Classified Ads, 8 West Eighth Street, New York 11, New York. Copy must be received by the fifth of the month preceding the month of the issue in which ad is desired (e.g., April 5 to appear in the May issue).

SAMPLE ADS

HELP WANTED

Playground Director, man or woman, for town of 6,000. Salary \$380 to \$450 per month based on experience. Send complete resume of education and experience. James Smith, City Courthouse, Funnville, Maine.

Cost: Boldface—2 words at \$.25 . . . \$.50
Regular—29 words at \$.15 . . . 4.35
Total cost of above ad would be \$4.85

WORKSHOPS & CONFERENCES

Square Dance Workshops. Weekly summer workshops for recreation leaders. Qualified instructors, sessions for beginners to advanced leaders. Write Director, Square Dance Camp, Riverview, Montana.

Cost: Boldface—3 words at \$.25 . . . \$.75
Regular—21 words at \$.15 . . . 3.15
Total cost of above ad would be \$3.90

POSITIONS WANTED

Crafts Instructor desires position with public recreation program in Midwest. Ten years experience in all phases of crafts, specializing in ceramics and weaving. Minimum salary \$4,500 per year. Jane Jones, 512 Orchard Street, Wide Falls, Michigan.

Cost: Boldface—2 words at \$.25 . . . \$.50
Regular—34 words at \$.15 . . . 5.10
Total cost of above ad would be \$5.60

ITEMS FOR EXCHANGE

Have **Twelve Tennis Nets**, good condition, to swap for softball bases or backstop. Recreation Department, Mill City, Maryland.

Cost: Boldface—3 words at \$.25 . . . \$.75
Regular—15 words at \$.15 . . . 2.25
Total cost of above ad would be \$3.00

IMPORTANT: REMITTANCE MUST ACCOMPANY ORDER!

Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

March, April and May, 1957

HELEN M. DAUNCEY Social Recreation	Fayetteville, Arkansas March 11-14	Troy N. Hendricks, Head, Department of Health, Physical Education and Recreation, University of Arkansas
	Sherman, Texas April 8-11	Mrs. Ralph Day, Assistant Professor of Physical Education, Austin College
RUTH G. EHLERS Social Recreation	New York City April 1	Miss Maxine Keith, Executive Director, Girls Clubs of America, Inc., 130 Maple Street, Springfield, Massachusetts
	State of Vermont May 6-16	Mrs. A. O. Brungardt, Vermont Director of Recreation, State House, Montpelier
ANNE LIVINGSTON Social Recreation	Aiken, South Carolina March 25-28	Darrell Robinson, Jr., Superintendent, Aiken County Recreation Commission, Box 2085
GRACE WALKER Creative Recreation	Association for Childhood Education Convention Youngstown, Ohio May 18	Miss Sally Davis, 1202 East Indianola Avenue

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of the course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

Miss Walker will attend the Northland Recreation Leaders Laboratory in Minnesota, April 24 through May 2.

Miss Dauncey will be in the Pacific Northwest Area during the week of March 4, conducting a leadership course at Fairchild Air Force Base, Spokane, Washington. For further information communicate directly with Linus L. Burk, Air Force Regional Representative, 1345 Lincoln Avenue, San Rafael, California.

Miss Dauncey will be in the Southwest Area the weeks of March 18 and 25 and April 1 at the following air bases: Little Rock Air Force Base, Arkansas; Barksdale Air Force Base, Shreveport, Louisiana; and Kelley Air Force Base, San Antonio, Texas. For further details concerning the above three courses write to R. C. Morrison, Air Force Regional Representative, 248 Casa Blanca, Fort Worth, Texas.

Miss Dauncey will conduct recreation leadership training courses for the United States Air Force in Europe April 22 through May 31.

Frank A. Staples will be conducting two-week arts and crafts training workshops March 11 through April 18 in the Southwest Area at the following air bases: Lake Charles Air Force Base, Louisiana; Bergstrom Air Force Base, Austin, Texas; Reese Air Force Base, Lubbock, Texas. For further information, R. C. Morrison, at address above.

Mr. Staples will be in the Pacific Northwest Area from April 22 through 26. For further information, Howard Beresford, 3055 Bellaire, Denver 7, Colorado.

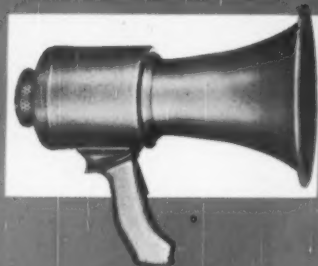
Mr. Staples will be in the Pacific Northwest and Pacific Southwest Areas April 29 through May 10. For information, Linus L. Burk at address above.

Mr. Staples will be in the Midwest Area at the following air bases for two-week periods beginning May 13: Mt. Home Air Force Base, Idaho; Offutt Air Force Base, Omaha, Nebraska. For information, Howard Beresford at address above.



Make yourself **HEARD!**

—without **KILLING** your voice.



AUDIO

HAILER®

PORTABLE • SELF-CONTAINED
ELECTRONIC MEGAPHONE

Amplifies your voice 1000 times!

Now you can **speak** — directly — to individuals or groups — throughout your park, playground, beach or pool. With Audio Hailer, you can talk in a normal voice... and make yourself understood up to half-a-mile away.

You'll use your Hailer dozens of times every day... for announcements and paging, for aquatic sports and all wide-area games, for beach and pool supervision. Indispensable, in case of storms, lost persons, other emergencies.

Audio Hailer is the **ONLY** electronic megaphone with a genuine vacuum-tube amplifier. Yet it is completely self-contained, operates on dry batteries, weighs **only 5½ lbs.!** For more details or demonstration, just clip coupon below to your letterhead.

Audio Equipment Co., Inc.,
Great Neck, N. Y.



AUDIO EQUIPMENT CO., INC., Great Neck, N. Y.

I would like ☐ brochure ☐ demonstration of Audio Hailer

NAME _____

TITLE _____

AUTHORITY _____

ST. & NO. _____

CITY OR _____

TOWN _____

ZONE

(if any)

STATE _____